

*Operations Handbook
For California's
Regional Occupational
Centers and Programs*



Developed by
The California Department of Education
Office of Regional Occupational Centers and Programs

In Collaboration with
The California Association of
Regional Occupational Centers and Programs

Fall 2000

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ACKNOWLEDGEMENTS

The development and preparation of this document is a result of the efforts of the many ROCP practitioners and California Department of Education staff members who contributed valuable input to its development.

Appreciation goes to those individuals who were members of the Handbook Revision Committee:

Charles Brown, Mission Valley ROP
Marcia Bush, Santa Clara County ROP – South
Barbara Dawson, 49er ROP
Patricia Frank, La Puente Valley ROP
Tom Moisey, Tehama County ROP
James “Bud” Steuart, Fresno ROP
Larry Weigel, Baldy View ROP
Michael Worley, North Orange County ROP

Special appreciation to Jaclyn Sclarew, CAROCP, for her efforts in coordinating the field representatives and leadership provided in the production of this document, and to Dierdre Ransome, CDE Consultant, for her countless hours, dedication and perseverance in seeing the project to completion.

The Operations Handbook will be revised and updated on an annual basis. It will be distributed in CD format to the CAROCP membership that attend the 2000 CAROCP Fall Conference, November 15-17, 2000. Each of the 72 ROCPs will be sent a printed copy by January of 2001. It will be posted on the CDE and CAROCP website in the Fall of 2000.

INTRODUCTION

OVERVIEW

California's Regional Occupational Centers and Programs (ROCPs) are an integral part of California's systemic career preparation and workforce development efforts and a major resource necessary to address the need for a highly skilled, diverse workforce in the K-Adult educational system.

ROCPs serve the needs of local communities and the state. Through industry and education partnerships, the ROCPs provide students with current, relevant instruction meeting career and technical education employment needs of the communities served by the ROCP. The ROCP education experience also encourages full participation in the cultural, ethical, political, and financial health of the community.

ROCPs provide qualified students with the opportunity to attend a career and technical education training program regardless of the geographical location of their residence. Many Regional Occupational Centers and Programs consolidate state and federal funds to offer comprehensive employment training, placement and support services to high school students and adults. To provide a host of coordinated services to individuals residing in the local community, a typical ROCP combines state resources with federal resources for maximum delivery of integrated services.

Combining resources and services allows ROCPs to offer cost-effective employment training and career technical education without duplicating administrative and overhead costs at the county or district level. Additionally, the student may receive all services through one agency rather than having to move from one location to another to receive the entire range of services she/he may need to enter the workforce and/or to continue an advanced degree program. Follow-up data shows that this approach is extremely effective not only in terms of providing cost-effective programs, but also resulting in improved career connections and significantly higher job placement rates for both youth and adults.

In California, 72 ROCPs provide students with the following:

- * School-to-work transition programs for high school students and adults.
- * Extensive partnerships with business and industry.
- * Training, retraining and advanced training programs.
- * Courses responsive to current local labor market demands.
- * Instruction by industry experienced teachers.
- * Training programs for the state's and the world's diversified labor markets.
- * Cooperation with apprenticeship programs.

- * Collaborative efforts between state and federal education programs.
- * Courses which have labor market placement success.

It is the responsibility of each of the ROCPs to establish a philosophy/mission statement based on local determination, need, and policy. In general, however, a basic statement of philosophy is: "All students, both high school students and adults, shall have the opportunity to learn marketable skills or upgrade existing skills through courses offered at each ROCP in order to become gainfully employed."

PURPOSE

The Legislative intent and findings in California Education Code establishing the Regional Occupational Centers and Programs is as follows (EC § 52300):

"In enacting this article, it is the intent of the Legislature to provide qualified students with the opportunity to attend a technical school or enroll in a vocational or technical training program, regardless of the geographical location of their residence in a county or region. The Legislature hereby declares that a regional occupational center will serve the state and national interests in providing vocational and technical education to prepare students for an increasingly technological society in which generalized training and skills are insufficient to prepare high school students and graduates, and out-of-school youth and adults for the many employment opportunities which require special or technical training and skills. The Legislature also declares that regional occupational centers (and programs) will enable a broader curriculum in technical subjects to be offered, and will avoid unnecessary duplication of courses and expensive training equipment, and will provide a flexibility in operation which will facilitate rapid program adjustments and meeting changing training needs as they arise.

It is recognized by the Legislature that vocational programs may achieve great flexibility of planning, scope and operation by the conduct of such programs in a variety of physical facilities at various training locations.

"It is the further intent of the Legislature that regional occupational centers and programs provide vocational and occupational instruction related to the attainment of skills so that trainees are prepared for gainful employment in the area for which training was provided, or are upgraded so they have the higher level skills required because of new and changing technologies or so that they are prepared for enrollment in more advanced training programs."

Purposes of a Regional Occupational Center/Program states:

"A regional occupational center or regional occupational program shall:

- a) Provide **individual counseling and guidance** in vocational matters.*
- b) Provide a curriculum which includes **skill training** in occupational fields having current and future needs for such training.*
- c) Provide an opportunity for students to acquire vocational skills, which may **lead to a combination work-study** schedule.*
- d) Provide for the **upgrading** of the vocational skills of students and for **advanced training** when necessary.*
- e) Maintain a pupil-teacher ratio which will enable students to achieve optimum benefits from the instructional program.*
- f) Assign the highest priority in services to youth from the age of 16 to 18 years, inclusive."*

Common practice, based on career counseling and guidance, is to regard ROCPs as having three major goals, i.e., train for career technical careers, upgrade or retrain, and prepare for advanced training, as emphasized by the bold characters in the preceding statements.

DELIVERY SYSTEMS

There are 72 ROCPs in California: 37 are county operated, 29 are joint powers agreement, and six (6) are single district.

The three distinct types of ROCPs in California are:

1. County Operated:

- a) Governing board is the County Board of Education.
- b) Teachers may be employed directly by the county or are district employees who are contracted to the ROCP for part of their day.
- c) Both county and district support services are used.
- d) A steering committee made up of representatives from the participating school districts is sometimes used to provide input to the county ROCP administration.

2. Joint Powers Agreement (JPA):

- a) Joint venture of two or more school districts.
- b) Governing board is made up of elected representatives from the Boards of Education of each district.
- c) The majority of the teachers are hired directly by the ROCP (some are district teachers contracted to the ROCP for part of their day).

- d) The majority of the support services are handled by the ROCP.

3. Single District:

- a) Governing board is made up of the same members as the District Board of Education.
- b) Employ all teachers for ROCP classes.
- c) Uses district support services.

Legal requirements for developing a plan to establish an ROCP, the definition and makeup of governing boards of the three types of ROCPs, changes in organizational structure such as additions and dissolution of an ROCP and waiver requests for the three types of ROCPs are contained in Chapter Two: Organizational Structure. The history discussion in this Introduction provides perspective for the code discussion in Chapter Two: Organizational Structure.

PROFESSIONAL ORGANIZATIONS

There are numerous professional organizations that are involved with vocational education and administration. Examples include California Association of Regional Occupational Centers and Programs (CAROCP), California Association of Leaders in Career Preparation (CALCP), Association for Career and Technical education (ACTE), United States of America/Vocational Industrial Clubs of America (USA/VICA), California Association of Health Careers Educators (CAHCE), and California Association of School Business Officials (CASBO) to name a few. These organizations support vocational education as well as provide a legislative voice. ROCP staff members are encouraged to investigate these and other subject area-specific professional organizations and become involved to improve the services provided to their students.

CALIFORNIA ASSOCIATION OF REGIONAL OCCUPATIONAL CENTERS AND PROGRAMS (CAROCP)

Within four years of the establishment of the first ROC in California, leaders in the regional career technical education effort formalized their shared visions and professionalism and established the California Association of Regional Occupational Centers and Programs (CAROCP).

The mission of the California Association of Regional Occupational Centers and Programs (CAROCP) is to support ROCPs in providing exemplary career development and workforce preparation which contribute to student success and to the economic development of California.

Since 1972, the purpose of the Association has been to develop, extend, and improve career preparation education in California and in particular as it relates to ROCPs by:

1. Operating a Professional Association within the meaning of Section 23701(e) of the California Revenue and Taxation Code.
2. Providing a forum for discussing and resolving problems peculiar and common to the operation of ROCPs.
3. Providing a vehicle of communication among the leaders in career preparation education in California who have responsibility for direction of ROCPs.
4. Participating in the legislative process as it affects ROCPs through appropriate committee and field work.
5. Offering recommendations reflecting the needs and opinions of the practitioners in the field to state educational offices and agencies having regulative and service functions in career preparation education.
6. Conducting studies of selected problems as deemed by the membership to be vital to the interest of ROCPs and to disseminate such information.
7. Assisting in the implementation of area wide cooperative efforts for the improvement, increased efficiency, and better articulation of career preparation programs.
8. Assisting in the development of career preparation education and enhancing the leadership functions of the membership of the Association.
9. Improving career preparation education through the exchange of materials, ideas, knowledge, and techniques for support staff, counselors and teachers.
10. Assisting in the establishment of improved liaison and understanding among all agencies and individuals concerned with ROCPs.
11. Encouraging application of the highest ethical standards to the profession as stated in the Association Code of Ethics.

Extensive resource, support and legislative advocacy is available with CAROCP membership. Among available resources are links to ROCPs throughout the state, CAROCP strategic plan, legislative priorities, legislative alerts, analysis and comments, bill information and tracking, CAROCP legislative priorities and sponsored bills, external funding opportunities, federal legislation updates and official California legislative information. Current membership information and further services are available at:

<http://www.carocp.org/>

CALIFORNIA ASSOCIATION of LEADERS for CAREER PREPARATION

(CALCP)

The California Association of Leaders for Career Preparation (CALCP) was established to bring committed professionals from the full array of career preparation programs and services together, to enhance the career development and workforce preparation component of California's education system. It provides a unique networking opportunity to shape the future of career technical training and education for ROCP and vocational education students, as well as CalWORKs, Workforce Investment Act (WIA) clientele served throughout the state.

ASSOCIATION for CAREER and TECHNICAL EDUCATION (ACTE)

The Association for Career and Technical Education (ACTE) is a National-level organization representing the vocational education sector for educators and administrators. Just as CAROCP is the legislative advocate in Sacramento, ACTE fulfills that role in Washington, D.C. Many ROCPs are now receiving some sort of Federally supported funding in addition to their ROP ADA. Examples of Federally supported funds going to ROCPs include CalWORKs/TANF, Workforce Investment Act (WIA) and Perkins Vocational Training funds. It is vital that California be taken into account when ACTE lobbies for Vocational Education funds in Washington. CAROCP and ACTE are working together to present a cooperative effort at the Federal level.

APPENDIX B Organizational Structure

OVERVIEW

The legislative intent in establishing Regional Occupational Centers:

"To provide qualified students with the opportunity to attend a technical school or enroll in a vocational or technical training program, regardless of the geographical location of their residence in a county or region. The Legislature hereby declares that a regional occupational center will serve the state and national interests in providing vocational and technical education to prepare students for an increasingly technological society in which generalized training and skills are insufficient to prepare high school students and graduates, and out-of-school youth and adults for the many employment opportunities which require special or technical training and skills. The Legislature also declares that regional occupational centers will enable a broader curriculum in technical subjects to be offered, and will avoid unnecessary duplication of courses and expensive training equipment, and will provide a flexibility in operation which will facilitate rapid program adjustments and meeting changing training needs as they arise.

It is recognized by the Legislature that vocational programs may achieve great flexibility of planning, scope and operation by the conduct of such programs in a variety of physical facilities at various training locations..." (EC § 52300)

The legislature indicates that limiting the career technical offerings of an ROCP to only the support of the school district structure would not best serve many of California's students. The state has such differing geographic and demographic features that the organizational structure an ROCP takes should be variable enough to maximize what the local educational area can offer in order to meet local needs. Therefore, three categories of ROCPs exist that accommodate different local conditions and maximize opportunities for students to access career technical education (see *Categories of ROCPs*, page 2-4 to 2-6).

DEFINITIONS

A brief collection of definitions from the California Education Code is included here prior to the technical discussion of ROCP structures:

§80. "Any school district" and "all school districts" mean school districts of every kind or class, except a community college district.

§81. *"Union school district" means a district composed of two or more school districts situated in the same county.*

§82. *"Joint union school district" means a district composed of two or more school districts situated wholly or in part in different counties.*

§83. *A unified school district means a district maintaining grades kindergarten or 1 through 12. A unified district may comprise territory in more than one county.*

§84. *"City school district" includes a school district lying wholly or partly within a city and county.*

§85. *Whenever "high school district" is used in this code, unless a contrary intent appears, it includes union high school districts, joint union high school districts, and county high school districts.*

§86. *A high school district, other than a city high school district, comprising two or more elementary school districts lying wholly in the same county is a union high school district, and such designation shall be part of its name.*

§87. *A school district lying in more than one county is a joint school district.*

§78. *"Governing board" means board of school trustees, community college board of trustees, and city, and city and county board of education.*

§79. *"City superintendent of schools" includes the superintendent of schools of a district lying wholly or partly within a city and county.*

The following definitions from the California Code of Regulations, Title 5, is included here prior to the technical discussion of ROCP structures:

§11501 (b) *"Region served" means the area of a county or counties which constitutes the attendance area of the high school district or districts that form the membership of a Regional Occupational Center and Program.*

(c) *A "school unit" within a participating district includes, but is not limited to: a community college, a high school, a continuation high school or continuation classes, an adult school or classes for adults, or a private school.*

ESTABLISHING AN ROCP

The process to establish an ROCP includes:

- * deciding the category of ROCP (see Categories of ROCPs, page 2-4) and

- governing board configuration
- * conducting a job market study in the suggested ROCP labor market area
- * governing board determining that the job market survey and analysis justifies the establishing of an ROCP as the service entity
- * applying to and getting approval of the State Board of Education

The California Association of Regional Occupational Centers and Programs (CAROCP) maintains a current directory, which indicates the category of ROCP and administrative staff contact information. Shared networking related to working agreements and organizational structure is welcome and encouraged. The directory may be accessed at:

<http://www.carocp.org/>

Plan Approval

The California Code of Regulation, Title 5, §11502 states the following for "Applications for establishment of ROCPs":

County Superintendents or cooperating school districts desiring to establish a Regional Occupational Center or a Regional Occupational Program shall submit an application to the State Board of Education that includes such detail as to both explain and justify the intended operation, including compliance with all requirements of this chapter and those delineated in Chapter 14 of Division 6 of the Education Code.

Legal requirements for developing a plan to establish an ROCP are contained in California Education Codes §52301.5, §52302 and §52304

§52301.5. For the purposes of this chapter:

- a) "California Occupational Information System" means the statewide comprehensive labor market and occupational supply and demand information system developed pursuant to Section 10532 of the Unemployment Insurance Code.*
- b) "State-Local Cooperative Labor Market Information program" means that labor market information system established in Section 10533 of the Unemployment Insurance Code.*
- c) "Job market study" means a review of the existing educational programs in light of available labor market information, including occupational supply and demand, for a labor market area.*
- d) "Labor market area" means a county or aggregation of counties designated by the Employment Development Department that has one or more central core cities and that meets criteria of population, population density, commute patterns, and social and economic integration specified by the Employment Development Department.*

§52302. Job market study; area; scope

The school or community college district or districts, or county superintendent or superintendents, sponsoring the regional occupational center or program shall conduct a job market study in the labor market area in which they propose to establish a regional occupational center or program. The study shall use the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information. The study shall include a California Occupational Information System supply analysis of existing vocational and occupational training programs maintained by high schools, community colleges, and private post-secondary schools in the area to ensure that the anticipated employment demand for trainees in the proposed regional occupational centers and programs justifies the establishment of the proposed courses of instruction.

§52304. Review of proposed skill training

Subsequent to completing the survey required by Section 52302 and prior to establishing a regional occupational center or program authorized by Section 52301, the appropriate governing board, boards, or county superintendent of schools, as the case may be, shall determine whether or not the survey and analysis made pursuant to Section 52302 justifies the proposed skill training, and shall further determine whether the skill training will be offered through a regional occupational center or program, or through a contract with an approved private post-secondary school pursuant to the provisions of Section 8092.

Categories of ROCPs

Three general categories exist for ROCP structure with variation possible within each. The three general categories are titled by the governing structure: county operated, joint powers agreement, or single district. Legal requirements for establishing an ROCP are contained in California Education Codes §§52301 and 52310.5 with additional rights and responsibilities outlined in §§52302.9, 52304.1, 52309, 52310, 52311, 52312, 52313, 52317, 52319, 52321, 52327, and 52327.5.

A general comparison of the three categories as outlined in California Education Codes §52301 and §52310.5 follows:

1. County Operated

The county superintendent of schools of each county or with one or more counties may establish and maintain an ROCP. *There are 37 County Operated ROPs.*

- A. Governing board is the county board of education.
- B. The teachers may be employed directly by the county or are district employees who are contracted to the ROCP for part of their day.
- C. Both county and district services are used.

Note: Full understanding of the variations possible within this model can be gained by reviewing California Education Code, Title 1, Part 2: Chapters 1-13, entitled County Educational Agencies.

2. Joint Powers Agreement (JPA)

Joint venture of two or more school districts pursuant to §6500 of Chapter 5 of Division 7 of Title 1 of the Government Code. *There are 29 JPAs.*

- A) Governing board consists of at least one member of the governing board of each of the school districts cooperating in the agreement. Remaining ratio of governing board members delineated in the agreement.
- B) Most teachers are hired directly by the ROCP (some are district teachers contracted to the ROCP for part of their day). Employment services delineated in the agreement.
- C) Most of the support services are handled by the ROCP or as delineated in the agreement.

Note: Full understanding of the variations possible within a joint powers agreement can be gained by reviewing §6500 of Chapter 5 of Division 7 of Title 1 of the Government Code.

3. Single District

A single school district located in a class 1 county, as defined in §1205, and having an average daily attendance of 50,000 or more, or a single school district located in a class 2 county, as defined in §1206, and having an average daily attendance of 100,000 or more. *There are 6 single district ROCPs.*

- A. Governing board is the governing board of the district.
- B. Hires all teachers for ROCP classes.
- C. Uses district services.

Note: California Education Code restricting establishment of a single district to specific county classes 1 and 2, as defined in §1205 and §1206, may be waived as allowed in §33050 of

Chapter 1 of Part 20. However, the following subsections of §52301 apply:

"(c) The State Board of Education may disapprove a waiver application submitted by a single school district pursuant to Article 3 (commencing with Section 33050) of Chapter 1 of Part 20 for permission to establish a regional occupational center or program which does not meet the requirements of this section if the board determines that the establishment of the center or program would have an adverse effect upon existing regional occupational centers or programs located in school districts which are contiguous to the applicant school district. The State Board of Education shall establish criteria to measure adverse effect. The criteria shall include, but not be limited to, hardship on (1) districts operating regional occupational centers or programs which are contiguous to the applicant district and (2) students of districts operating regional occupational centers or programs which are contiguous to the applicant district.

(d) Notwithstanding any other provision of law, any regional occupational center or program operated by a single district under provisions of Section 33050 shall be granted permanent status if the single district has previously been granted two waivers from the State Board of Education to operate a single district regional occupational center or program and the single district maintains at least three but not more than five comprehensive high schools within the district. The revenue limit for a regional occupational center or program established under this subdivision shall be either the lower of: (1) the revenue limit under which the center or program operates as of January 1, 1985, or (2) the district's revenue limit as of January 1, 1985, except that this revenue limit shall be subject to annual percentage cost-of-living adjustments provided for regional occupational centers and programs. The governing board of the school district shall retain authority to decide whether or not to operate the regional occupational center or program under this subdivision."

Role of Governing Board

Every ROCP operates under the jurisdiction and authority of an elected governing board. The primary objective of the governing board of an ROCP is to provide students with high quality career technical education. The board exercises complete jurisdiction over all aspects of the program by setting policies and direction to ensure the orderly transaction of business and the fulfillment of program goals.

Provision is made in California Education Code §52310.5 for the definition and makeup of governing boards of the three categories of ROCPs.

§52310.5. Governing boards

- (a) *Each regional occupational program or center shall be maintained by, and subject to the authority and control of, its governing board.*
- (b) *The governing board of a regional occupational program or center maintained by a single school district is the governing board of the school district.*
- (c) *The governing board of a regional occupational program or center maintained by a county superintendent of schools is the county board of education.*
- (d) *The governing board of a regional occupational program or center established by two or more school districts pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code, shall consist of at least one member of the governing board of each of the school districts cooperating in such regional occupational program or center, such member to be selected by the governing board of the district represented by that member.*
- (e) *Any other cooperative agreement established after 1965 to establish a regional occupational program or center pursuant to Section 52301 shall have a governing board which shall consist of at least one member of the governing board of each of the school districts cooperating in such regional occupational program or center. Each such member is to be selected by the governing board of the district represented by that member.*

Additional California Education Code §35100 through §35351 references applicable rules, regulations, and duties of governing boards specifically to ROCs. These topics include:

§52302.9	Joint programs with adult education programs
§52304.1	Review of participation in centers and programs; annual plan; hearings
§52309	Curriculum approval
§52310	Credits towards high school diploma
§52311	Location; transportation
§52312	Sites, buildings and equipment
§52313	Grants
§52317	Admissions of persons including non-residents to attendance area; workers' compensation for pupils
§52319	Bonds for construction and other capital expenditures
§52321	Annual operating funds; sources; disposition, ending balances
§52327	Bookstore

§52327.5. Requirements of governing board

"Each governing board establishing or maintaining a regional occupational center or program pursuant to Section 52310.59 (Governing boards) shall meet the requirements set forth in:

- §35145 **Public meetings; posting of agenda; commencement of action**
- §41010 **Accounting system; requirements for accounting manual**
- §41011 **Accounting system requirements**
- §41015 **Authorization of investments of special reserve or surplus funds**
- §41020 **Requirement for annual audit**
- §42103 **Proposed budget; public hearing; public inspection; publications**
- §51040 **Prescribed courses**
- §51041 **Educational program**
- §51050 **Enforcement of courses of study and use of textbooks**
- §51056 **Preparation of courses for adult schools**

Changes in Organizational Structure

Dissolution of an ROCP:

- * The California Education Code provides no specific procedures for dissolving an ROCP. Other than keeping a record of the decision to dissolve a program, which is an official act, the mechanics of dissolution are purely administrative. However, dissolution by a school district may result in operation of Education Code 44955 (Reduction in Number of Employees Due to Discontinuance of a Particular Kind of Service) and arrangements for the disposal of the ROCPs capital assets must be considered and documented.
- * With respect to an ROCP maintained by districts under a joint powers agreement, §6510 of the Government Code provides only that,

"The agreement may be continued for an indefinite term or until rescinded or terminated. The agreement may provide for the method by which it may be rescinded or terminated by any party."

Waivers:

- * Waiver requests may be submitted by single district and county operated ROCPs under the authority of California Education Code §33050 (School District or County Request for Waiver).
- * Joint Powers ROCPs may request a waiver as long as it is submitted as a joint waiver request for each participating school district with a unanimous vote of approval of the JPA governing board (California Education Code §33050-e). Waiver information may be obtained through the California Department of Education, from the Waiver Office, (916) 654-6853 or the Office of Regional Occupational Centers and Programs, (916) 322-5050.
- * Several sections of the California Education Code cannot be waived under the general waiver authority. Among these particular to ROCPs are §16250 -16253, Housing Aid For A Regional Occupational Center, §16280 -16284, Regional Occupational Center of Kern; and §16300 -16301, School Housing Aid For A Regional Occupational Center In San Joaquin County.

INSTRUCTIONAL PROGRAM

COURSE DEVELOPMENT

ROCP courses shall be developed with the cooperation of industry representatives from the occupation for which the course is designed. Subject matter advisory committees are a mandatory component of course development that provides direction in the identification of course goals, objectives and competencies, and in the selection of course content. The course outline will serve as the ROCP teacher's road map for providing learning experiences and opportunities for students to achieve career technical objectives effectively and efficiently, ensuring competency achievement.

The Model Course Outline Template provides the elements to be considered in the development of a new ROCP course. All ten areas of the template must be addressed. (See model Course Outline Template beginning on the following pages.)

Statewide Course Outlines

There are instances when course outlines are developed at the state level. These usually occur when there is an industry desire to have standardized course content, which directly benefits that industry. In development of a statewide course outline, the California Department of Education (CDE) convenes a meeting with ROP and industry representatives from throughout the state, which serves as the advisory committee. Labor market information is furnished by the industry, and represents the entire state. Once the course outline is developed, CDE transmits the packet containing the outline, the advisory committee minutes, and the labor market information to all ROPs statewide. The certification is valid at all ROPs offering the course for the first year only.

When submitting the course certification form before offering the course, the local ROP only needs to indicate "statewide course outline" on the form. No attachments are needed.

After the first year, any ROP offering the course must convene an appropriate local advisory committee. Additionally, any ROP wishing to modify the course outline to better fit the local labor market must convene an appropriate advisory committee.

The first course outline to be approved at the State level was the Internetworking, Levels 3 & 4 course developed with CDE, ROPs and the CISCO network

company. This course, which was developed in 1999, was to meet the needs of the computer networking industry for skilled technicians and web designers.

In 2000, CDE, the Department of Developmental Services, and administrators of group homes serving the developmentally disabled, developed a course outline for the Direct Support Professional Program. The course grew out of a related course that many ROPs offer under contract education for people currently employed in the industry. This new course, for which ROPs can collect ADA, was developed at the request of the group home caregiver community and ROPs, which saw the need to develop a training program for workers interested in entering the care-giving field.

As the need arises, other statewide course outlines may be developed.

COURSE OUTLINE TEMPLATE

- 1. Course Title:** The course title should include mention of the occupational area/outcome.
- 2. CBEDS Title:** The title should be followed by the appropriate California Basic Educational Data Systems (CBEDS).
- 3. CBEDS Number:** California Basic Educational Data Systems occupational cluster title and number. These may be found in the Publication, *California Vocational Education Codes, Titles, Definitions*.
- 4. Job Titles:** This section should list those job titles for which the course prepares students, as identified by the course advisory committee. Included should be D.O.T. (*Dictionary of Occupational Titles*) codes if available. Some new job titles – especially in technology areas – may not yet have DOT codes but should still be listed, if in common use in the industry.
- 5. Course Description:** The course description should:
- * be understandable by a prospective student;
 - * identify essential components of the course, including both general workplace skills and industry-specific skills;
 - * reference jobs/employment for which it prepares students or the pathway of which it is a part;
 - * include instructional methodologies to be used, including, especially, mention of work-based learning options (community classroom/cooperative vocational education) for eligible students.
- If the course is part of a defined sequence/pathway of courses, these should be identified within or following the course description, either by narrative or graphically.
- 6. Hours:** Total course hours should be indicated, including work based learning hours (community classroom and cooperative vocational education). These may be listed separately or included in the course description.

7. Prerequisites: Prerequisites should be listed, including desired academic skills. *Recommended* prerequisites may also be listed to alert students to optimal skill level to maximize learning.

8. Date: Somewhere the date of the creation/revision should be indicated.

9. Course outline: The course outline proper should include the following components:

- a) General workplace skills** (career preparation standards/SCANS skills) should include those identified in the SCANS and other documents:
- * personal development (ethics, attendance, personal grooming, self-management, etc.);
 - * life-long learning and industry-appropriate academic skills;
 - * communication (listening, speaking, writing);
 - * problem-solving;
 - * interpersonal/team skills;
 - * information and technology skills;
 - * ability to identify and manage resources;
 - * understanding of systems, both organizational and industry-specific;
 - * employment literacy (job search and career development skills);
 - * all aspects of the industry, including safety, diversity, sexual harassment, labor-community relations.

Also recommended in this section are technical reading and writing skills, as well as entrepreneurship, where appropriate, to help students launch their own small business endeavors.

- b) Content area skills** (occupationally specific skills) should reflect industry standards and should include all required skills for entry-level employment OR requisite skills for the next step in the career pathway if the course does not lead

- c) **Expected student proficiencies** (statements of what the student will be able to do upon completion of the course) should be listed somewhere in the course outline. It is recommended that the *entire* course outline be written in this competency-based format; in other words, all skills to be taught should be listed as statements of what the student *will be able to do*, rather than as topics. This ensures consistency of standards from one teacher to the other, assists with lesson planning and development of ITPS and certificates, and is more reflective of industry skills standards.
- d) **Hours of instruction** (for each unit) should be indicated. In classes where there is, in addition to classroom instruction, a lab, community classroom, and/or cooperative vocational education component, hours of instruction for a particular competency area should be divided between/among these categories, as appropriate.
- e) **Industry/licensing** requirements addressed, if appropriate.

10. Additional recommended/optional items:

- a) **Articulation:** Formalized articulation agreements should be mentioned.
- b) **Academic credit:** Indicate whether the course may be used for academic credit in any subject areas, and identify in which districts.
- c) **Instructional strategies:** **List or describe methodologies to be employed, including simulations, demonstration, lab.**
- d) **Instructional materials:** **Identify recommended/approved texts, videos, and software.**
- e) **Certificates:** Identify requirements to receive certificates. In longer courses, where several certificates/records of competency may be obtained, course units/competencies needed for each should be identified.

COURSE CERTIFICATION

In accordance with proposed changes to Title V, courses offered by an ROCP shall be subject to certification by CDE. Such certification provides assurance that the ROCP adhered to the proper development of the ROCP course. ROCP Form 2000 (see Appendix C) should be submitted to CDE with the course outline for certification.

Procedures for CDE Certification of ROCP Course Development Process

1. All new course outlines must be submitted within 15 working days of governing board approval. (All existing courses must be submitted to CDE for certification by December 31, 2005.)
2. CDE will review the submitted materials to determine whether all required steps in the course development process, according to the ROCP Operations Handbook, have been completed.
3. Within 20 working days of receipt of the course outline, CDE will either provide written certification of the course, or notify the contact person identified on Form ROCP 2000 that certification cannot be given. Such notification may be made by telephone contact, and shall include identification of the missing steps in the course development process. If the additional documentation required for certification cannot be submitted immediately, CDE will provide written notification of the reasons for not certifying the course to the ROCP Director/Superintendent.
4. The ROCP will then have 90 days to address issues identified by CDE.
5. If issues remain unresolved after 90 calendar days from initial notification by CDE, CDE will send a letter to the Director/Superintendent providing notification that a letter will be sent in 30 calendar days to the local governing board explaining why certification for the course was not provided. The letter will explain that it is the responsibility of the governing board to ensure that courses have been developed appropriately in accordance with the ROCP Handbook per Education Code Section 52309.
6. An ROCP may appeal a CDE decision to the CDE Director of the Standards and High School Development Division.

LABOR MARKET INFORMATION

The primary consideration in the development of an ROCP course is the support that current local and regional job market conditions can give to the course. Whether creating a new course design or updating an existing course, a thorough job market analysis is essential. Key to this analysis is input from members of advisory committees and other potential employers.

A suggested job market analysis process is presented below:



Labor market information is also an essential element in program assessment and evaluation. As an ongoing process, the Biennial Review requires certain current job market information to validate program appropriateness. The implementation, continuance, or termination of a course depends, in part, upon labor market demand. An excellent resource is the California Occupational Information Coordinating Committee, 660 J Street, Suite 300, Sacramento, CA 95814. Information may be obtained by telephone at (916) 323-6544 or via their web site at: <http://www.soicc.ca.gov>

ADVISORY COMMITTEE

Subject matter advisory committees provide a vital link between ROCP educational endeavors and the employment trends and needs of the community.

The role of an advisory committee includes:

1. Assisting in curriculum review, verification of labor market needs and placement
2. Offering information that will help design, update, modify, expand, and improve the quality of vocational courses
3. Giving added support and strength to the relationship between business, industry, the community, and education
4. Recommending competent personnel with appropriate experience as potential instructors
5. Assisting in the promotion of the occupational program
6. Playing an active role in assisting with the placement of students
7. Meeting the accountability requirements set by the CDE

Advisory committees should have sufficient membership to be representative of the occupation(s) taught. A committee of five to seven members is considered by some to be small enough to permit active participation and yet large enough to be able to offer broad points of view. Title 5, §11504(i)(1) indicates: "The majority of the committee membership shall represent the occupation for which instruction is given." This is the only legal reference to the size of advisory committees. When advisory committee members are selected, the following criteria might be considered:

1. Knowledge of community and subject matter
2. Appropriate experience
3. Adequate time for preparation
4. Good character
5. Interest and dependability
6. Civic-mindedness
7. Enthusiasm
8. Creativity
9. Insight
10. Ability to communicate
11. Interest in youth
12. Representative of the ethnic makeup of the community

The advisory committee will convene at least annually and must represent an individual course or program. Additional advisory meetings during the year is at the discretion of the LEA (local education agency), depending on need and feasibility. The advisory committee should meet regularly enough to adequately assess and evaluate the program.

CALIFORNIA'S ACCOUNTABILITY SYSTEM

With the passage of SB1X, Public Schools Accountability Act of 1999 (PSAA), California's accountability system has become one of the most comprehensive in the nation. California's policies now encompass five areas of an integrated accountability system: statewide assessment, school report cards, school rankings, rewards, interventions, and sanctions. The statewide assessment of basic academic skills, the Stanford 9, is part of the Standardized Testing and Reporting (STAR) program and is currently used to calculate a school's Academic Performance Index (API). The API is used to measure school performance, set academic growth targets, and monitor progress over time. An augmented STAR test, based on statewide academic standards and results of the High School Exit Examination will be added to the API.

Passage of SB 2X, High School Exit Examination of 1999 (HSEE) emphasizes public education's goal of ensuring that each student graduates from high school with the skills and knowledge needed to be successful in college or the workplace. SB2X challenges public education to fully align curriculum and instruction to state standards so students are well prepared for this assessment. The HSEE is aligned to California's language arts and mathematics content standards. SB2X requires districts to provide supplemental instruction to students who do not demonstrate sufficient progress towards passing the exam. How districts provide this support is a local decision. It is imperative that ROCP course offerings are able to demonstrate alignment as well as supplemental instructional support of these content standards.

OTHER CONSIDERATIONS

Instructional Contracts

Under certain circumstances, ROCPs may desire to contract with other agencies (school districts, community colleges, private post-secondary school) for instructional services. Instructional contract elements and requirements are a local issue but detailed specifics are encouraged.

Special Education Programs

ROCPs can play a significant role in meeting the specific educational needs for secondary special education students. ROCP staff should be involved in the Individual Educational Program (IEP) or Individualized Transition Plan (ITP) development in order to provide the most suitable and effective training and support services for the student. These services may include comprehensive assessment, adaptation of instruction, placement in supportive employment, and guidance and counseling to facilitate the transition from school to post-school employment.

Here are some basic ways in which ROCPs can provide instructional programs.

- * Regular ROCP Course

Full inclusion refers to integrating students with disabilities in the same setting as students without disabilities, and providing supportive services and resources as necessary to enable the student to be successful in completing the program and achieving the desired outcomes. Full inclusion into ROCP allows the student with a disability to experience this type of realistic work situation. Full inclusion is most effective when the ROCP and high school staff work together to provide the most suitable learning environment for the student. To ensure positive outcomes, specific student conditions and needs must be identified and shared with the mainstream teacher. Ongoing communication between departments can also enhance the probability of success and reduce the possibility of a negative experience.

- * Special Services

Such services may include adaptation of the curriculum, varied instructional strategies, equipment, and/or facilities in order to provide training to the student in the mainstream program. Individualized instruction or utilization of cooperative learning techniques may be another way in which the regular program can be adapted. Additional support such as tutoring, career counseling, supportive employment, WorkAbility, and Transition Partnership Programs may be utilized.

- * Separate, Specialized Programs

In the event that there are enough students with similar educational needs, the ROCP may elect to develop a specialized course for the group. The advantages are that the whole program can be adapted to the students' needs and the instructors can be selected based on expertise in working with students with disabilities. Because this type of program takes the student out of the mainstream and generally

provides an environment that may not simulate the real work setting, the separate specialization program should be limited and used as a starting point before taking other ROP courses.

Transition Programs

Transition programs provide comprehensive employment services which enables students with disabilities to secure and maintain unsubsidized employment in the private and public sector. The primary focus of the model is to actively involve employers, consumers, parents, educators, and community and agency support personnel in the training and placement of these students for the promotion of their improved community integration and vocational independence. The following is a brief description of the transition programs.

WorkAbility I, began as a program in 1981, tests the concept of work experience with special education students. WorkAbility I is funded by the California Department of Education, Special Education Division.

Transition Partnership Programs were initiated in 1987 as a joint project between the California Department of Rehabilitation (DR) and the California Department of Education. These programs serve secondary students with disabilities who are also DR clients/consumers. The purpose is to promote DR and CDE collaboration through local program which assist the students/clients/consumers to prepare for the transition into competitive employment and/or post-secondary education.

WorkAbility II, enacted in the Fall of 1985, was designed to promote collaboration between the California Department of Rehabilitation and the California Department of Education, and was established as the first official cooperative program between these two agencies. The program operates from adult schools and ROCPs in conjunction with local offices of DR to provide a blending of vocational services to high school students, adults and out-of-school youth who meet acceptance requirements.

Department of Rehabilitation

Local California Department of Rehabilitation offices work closely with many

educational agencies, including ROCPs. The Vocational Rehabilitation Program is designed to assist persons with a diagnosable disability and a barrier to employment to go to work.

When ROCPs become involved in developing a training program involving rehabilitation clients/consumers, it is important to know the functional limitation of each consumer so that an appropriate type of training program can be prescribed. When establishing a program, it is highly recommended that both the local rehabilitation office and the ROCP develop a contract or agreement of services so that both parties may have a clear understanding of roles of each agency, services, and amount of time provided to the consumer.

METHODOLOGY PRACTICES & STRATEGIES

WORK-BASED LEARNING

In order to address the elements of national and state initiatives, schools are looking at school-based and work-based programs in a new light. In order to meet the needs of students, employers, and the community, schools are expanding their programs that offer experiential learning. These programs include Community Classrooms, Cooperative Vocational Education, Internships, Job Shadowing, Mentoring, School-based Enterprises, Service Learning, Agricultural Education's Supervised Occupational Experience Program, Tech Prep Education, Transition Partnership Program, WorkAbility, Work Experience Education Program and Youth Apprenticeships.

A distinct advantage that ROCPs have is the ability to utilize local industrial and business sites to conduct their instructional programs and/or deliver instructional methodologies. When used as an instructional methodology, it places community classroom and cooperative vocational education into a special sub-set of work-based learning that is available in ROCPs.

COMMUNITY CLASSROOM

The community classroom instructional methodology utilizes unpaid on-the-job training experiences at business, industry, and public agency sites to assist students in acquiring entry-level employment. The intent of the community classroom methodology is to provide additional resources so that concurrent formalized classroom instruction can be extended and the acquisition of saleable skills enhanced.

COOPERATIVE VOCATIONAL EDUCATION (CVE)

Cooperative Vocational Education is an instructional methodology which correlates concurrent formal career technical classroom instruction with regularly scheduled, paid, on-the-job training experience. Cooperative Vocational Education assists students in developing and refining occupational competencies (attitudes, skills, and knowledge) needed to acquire, adjust and become knowledgeable in the occupational area.

Community Classroom & Cooperative Vocational Education

Various items need to be considered when developing a community classroom and/or cooperative vocational education site. Among these are:

1. A mandated joint venture training agreement and plan, including student responsibilities, parent/guardian responsibilities where appropriate, employer responsibilities and ROCP responsibility.
2. Agreement of affiliation with the site owner or manager on the following:
 - * Utilization of space and services at the site
 - * Qualified staff to provide supervision and instruction
 - * Materials and equipment use as appropriate
 - * Training plans
 - * Displacement of employees
 - * Access to site without discrimination
 - * Hold harmless clause
 - * Liability limits and workers' compensation
 - * Effective dates and terms to continue or cease
3. Training plan or educational plan to be reviewed by student, teacher, and appropriate site personnel.
4. Student time sheet to log time on task for a variety of tasks throughout the training experience.
5. A Participant Agreement Form outlining student expectations while on site.

The following table compares required Title V elements of both instructional methods.

COMMUNITY CLASSROOM AND COOPERATIVE VOCATIONAL EDUCATION

TITLE 5 ANALYSIS

ITEM Title 5 Citation	COMMUNITY CLASSROOM	COOPERATIVE VOCATION EDUCATION	COMMENTS
<u>Definitions</u> CC-10080 CVE-10100	Community Classroom is an <u>instructional methodology</u> which <u>expands</u> classroom instruction through <u>unpaid</u> on-the-job experience.	Cooperative vocational education is an <u>instructional methodology</u> which correlates classroom instruction with <u>paid</u> on-the job experience.	<u>Neither</u> community classroom or cooperative vocational education are <u>instructional programs</u> . They are <u>instructional methodologies</u> utilized to teach students occupational skills.
<u>Credit</u> CC-10081 CVE-10102	The evaluation and rating of each student's achievement in community classroom is based on participation in related classroom instruction and <u>unpaid</u> on-the-job training.	The evaluation and rating of each student's achievement in cooperative vocational education is based on participation in related classroom instruction and <u>paid</u> on-the-job training.	The management of the community classroom <u>assists</u> the instructor with evaluation. The employer in cooperative vocational education <u>assists</u> the instructor with evaluation.
Student Qualifications CC-10082 CVE-10103	Student must be <u>concurrently</u> enrolled in a career technical course/program.	Student must (be): * At least 16 years of age o (with exceptions) * A full-time student * Have parent approval if under 18 * <u>Concurrently</u> enrolled in a career technical course/program	Full-time student in CVE means a student enrolled in: * ROCP (secondary and adult)
Teacher Responsibilities CC-10083 CVE-10104	Community classroom teacher provides related classroom instruction and supervision/coordination.	Cooperative vocational education teacher provides related classroom instruction and supervision/coordination.	<u>Only</u> the <u>classroom teacher of record</u> for community classroom and/or cooperative vocational education can provide the required supervision/coordination.

Records
CC-10084
CVE-10105

Community classroom teacher keeps copies of the following records on file:

- * Joint Venture Training Agreement
- * Individualized Training Plan
- * Visitations/Consultations
- * Pupil Training Station Hours
- * Training Station Student Assignment-Location, Time and Dates

Cooperative vocational education teacher keeps copies of the following records on file:

- * Work permit if required
- * Training Agreement
- * Individualized Training Plan
- * Visitations/Consultations
- * Pupil Training Station Hours
- * Training Station Student Assignment-Location, Time and Dates

Related
Classroom
Instruction
CC-0085
CVE-10106

Concurrent and based on skills, knowledge, and attitudes in the occupation for which training is conducted.

Concurrent and directly related to paid on-the-job training of students.

If the duration of the course/program is 35 weeks, there must be 105 periods of instruction (35 x 3) offered. Each period must be at least 50 minutes. At least one period must be offered each week.

Provided at an equivalency of 3 instructional periods per week. At least one instructional period must be offered per week. An instructional period must equal at least 50 minutes. Curriculum must identify how competencies will be taught through concurrent classroom instruction and unpaid on-the-job training experience.

Provided at an equivalency of 3 instructional periods per week. At least one instructional period must be offered per week. An instructional period must equal at least 50 minutes. Curriculum must identify how competencies will be taught through concurrent classroom instruction and paid on-the-job training experience.

If the duration of the course/program is 18 weeks, there must be 54 periods of instruction (18 x 3) offered.

This related classroom instruction requirement is a minimum. Additional classroom instruction may be required.

Selection and
Approval of
Training Station
CC-10086
CVE-10107

Training station provides learning opportunities in the specific occupation for which the course is approved.

Training station provides learning opportunities in the specific occupation for which the course is approved.

Selection and
Approval of
Training Station
Cont.
CC-10086
CVE-10107

There is adequate equipment, materials, and other resources to provide an appropriate learning opportunity.

Provide a minimum of 8 hours of paid employment per week.

Employer provides Workers Compensation Insurance.

Training
Agreement
CC-10087
CVE-10108

Joint Venture Training Agreement exists between local education agency and management of community classroom.

Training Agreement established between employer and local education agency.

Training Plan
CC-10087
CVE-10108

An individualized training plan for each pupil is prepared and includes:

- * Competencies to be acquired by the student
- * Expected duration of training for each competency
- * Identify whether competency taught in classroom and/or on-the-job
- * Verification that student has acquired the competency.

An individualized training plan for each pupil is prepared and includes:

- * Competencies to be acquired by the student
- * Expected duration of training for each competency
- * Identify whether competency taught in classroom and/or on-the-job
- * Verification that student has acquired the competency.

Competencies identified in the training plan must relate directly to the instructional objectives of the approved course/program.

Student acquisition of skills necessary for employability must be documented by appropriate evaluation techniques.

Supervision/
Training Site
CC-10088(a)(c)
CVE-10109(a)(c)

Only community classroom teacher who provides related classroom instruction can provide supervision.

Only cooperative vocational education teacher who provides related classroom instruction can provide supervision.

If a section of the career technical course/program is utilizing both the community classroom and cooperative vocational education methodologies, only the classroom instructor of that section can provide supervision.

1 visit to the unpaid training site is required every 3 weeks.

1 visit to the paid training site is required every 4 weeks.

Supervision/ Training Site Cont. CC-10088(a)(c) CVE-10109(a)(c)	<u>Each</u> on-site visit must include an <u>observation</u> of the student.	<u>1</u> out of every <u>2</u> visits must include an <u>observation</u> of the student.	
<i>Supervision-Time</i> CC-10088(b) CVE-10109(b)	<u>1</u> hour of supervision per week for every <u>5</u> community classroom students enrolled must be provided. When <u>less</u> than <u>5</u> students are enrolled, <u>1</u> hour per week of supervision must be provided.	<u>1</u> hour of supervision per week for every <u>5</u> cooperative vocational education students enrolled must be provided. When <u>less</u> than <u>5</u> students are enrolled, <u>1</u> hour per week of supervision must be provided.	If 25 CC/CVE students are enrolled in one section, then 5 hours per week of supervision time must be provided.
Student-Teacher Ratio CC-10089 CVE-10110	<u>Maximum</u> number of students enrolled per section utilizing the community classroom and/or cooperative vocational education methodology shall be <u>30</u> . <u>Maximum</u> number of students assigned to an instructor utilizing the community classroom and/or cooperative vocational education methodology shall be <u>75</u> .	<u>Maximum</u> number of students enrolled per section utilizing the community classroom and/or cooperative vocational education methodology shall be <u>30</u> . <u>Maximum</u> number of students assigned to an instructor utilizing the community classroom and/or cooperative vocational education methodology shall be <u>75</u> .	
Unpaid on-the- job Experiences CC-10090	Unpaid on-the-job training shall not: Provide community classroom site with any immediate benefit. Include productive work of any kind as defined by State and Federal Labor Regulations.		Unpaid on-the-job training experiences must be identified in the training plan and relate directly to the instructional objectives of the approved course/program

Unpaid on-the-
job Experiences
Cont.
CC-10090

Unpaid on-the-job training shall only
expand competencies developed in
the classroom portion of the career
technical course/program.

Paid on-the-job
Experiences
CVE-10111

Paid on-the-job training experiences
must be identified in the training plan
and relate directly to the instructional
objectives of the approved
course/program.

ARTICULATION

An articulated educational program is a systematic process that enables an individual student to pursue short-term or long-term career goals without duplication of courses or levels of competency. Because educational organizations are now addressing the problems of under-prepared students, duplication of educational efforts, and the lack of funding, it is important to have a comprehensive partnership between the secondary schools, adult schools, ROCPs, and community colleges to best serve the community.

Two-plus-two articulated programs develop a career ladder approach that permits students to exit the program after grades twelve, thirteen, or fourteen with a diploma, certificate, or associate degree. Recently, the two-plus-two concept has been expanded to include the California State Universities resulting in a two-plus-two-plus-two system of articulation.

TECH PREP

Tech Prep education is a result of Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. Section 347.(3) of the Act defines Tech Prep education as a combined secondary and postsecondary program which leads to an associate degree or 2-year certificate; provides technical preparation in at least 1 field of engineering technology, applied science, or mechanical, industrial, or practical art or trade, or agriculture, health, or business; builds student competence in mathematics, science, and communications (includes applied academic coursework) through a sequential course of study; and leads to placement in employment.

Tech Prep education is a planned sequence of courses (pathways) for a technical field. It begins in the ninth grade and continues through the first two years of postsecondary education. The postsecondary education experience may include participation in a formal apprenticeship program and earning an AA degree.

The goals of the Tech Prep sequence of courses are:

1. An awareness of the wide range of career opportunities.
2. A career-focused educational plan.
3. Career-specific learning activities guided by business and industry.
4. High school and college courses targeted to the individual's career plan.
5. Technical and personal skills needed for employment.

6. A smooth transition from school to career.
7. An opportunity for employment in growth industries.

Tech Prep requires a formal and program specific articulation agreement between the secondary and postsecondary institutions. Tech Prep prepares the students for direct entry into the workplace as technically skilled employees and/or for entry into institutions of higher learning.

APPRENTICESHIP

Apprenticeship is a business/industry driven program. Individual programs are based on one of over 850 "apprenticeable trades or crafts". The California Apprenticeship Council (compared to the State Board of Education) holds statewide apprenticeship policy authority, with the Division of Apprenticeship Standards (DAS) in the Department of Industrial Relations responsible for apprenticeship administration.

Apprenticeship programs typically begin with an apprenticeship committee representative calling to inquire if the ROCPs will serve as a local education agency (LEA) to their apprenticeship program. Committees may be union or non-union. They are calling the ROCPs as they are required to have a LEA partner prior to receiving program approval from DAS.

Apprenticeship programs are offered for a specified length of time, usually three to five years, and include on-the-job training, and related and supplementary classroom instruction. Also known as "RSI", related and supplementary classroom instruction is the critical service ROCPs provide. RSI takes many forms, ranging from examples where the ROCPs provides both instructor and classroom facilities, to the opposite extreme where the ROCPs serve as fiscal agents, with the program sponsor providing both training instructor and facility.

The California Department of Education participates in apprenticeship by administering RSI funds, also known as "Montoya Funds". Montoya appropriations to LEAs are calculated at the current rate of \$4.86 per hour of apprenticeship attendance in a RSI classroom. (See Chapters on Instructional Contracts and CDE Forms for specific requirements).

Apprenticeship programs provide a variety of programmatic benefits including:

- * Purposeful links with employer and labor representatives
- * Proven articulation strategies, including academy, school-to-career, and Tech Prep delivery systems
- * Non-traditional career opportunities for women and other minorities
- * "Real world" linkages to curriculum integration

Apprentices are paid employees who receive generous benefits throughout their apprenticeship period. Apprenticeship programs provide benefits to learners and employers alike supporting:

- * Reductions of business training costs
- * Employees trained to meet the needs of new and emerging crafts and trades
- * Trade specific curriculum
- * Certified programs
- * On-the-job training and RSI

BUSINESS & FISCAL MANAGEMENT

ATTENDANCE ACCOUNTING INTRODUCTION

Every teacher in the California public school system is responsible for maintaining accurate attendance accounting for all pupils enrolled in his or her class.

1. Attendance records constitute fiscal apportionment claims (related to ADA)
2. Records of attendance are kept to ensure compliance with compulsory education laws
3. Attendance records are classified as Class 3 documents. They are to be maintained for three years after the basic audit year

Attendance accounting provides the basis upon which apportionments of state funds are made to ROCPs. The ROCP governing board and administration must develop, maintain, and supervise accurate and adequate records for attendance accounting. Employees who have responsibility for attendance accounting functions should understand the importance of keeping accurate, businesslike attendance records that conform to existing state regulations, board policies, and administrative procedures.

A variety of reference materials and consultant services are available to individuals charged with the responsibility for attendance accounting. Such materials include: California Education Code; California Code of Regulations, Title 5, Education; (CCR, Title 5) and other department publications. The CDE will provide information, assistance, and consultant services to ROCPs.

ATTENDANCE ACCOUNTING PROCEDURES

CATEGORIES FOR REPORTING

There are two distinct categories of ROCP students, each bearing different requirements for attendance accounting:

1. Concurrently enrolled students - students enrolled in a regular high school, a continuation high school or program, alternative high school, or a non-public high school.
 - * Minors may be admitted to an ROCP in lieu of continuation education (EC §48432)

- * Students receiving their high school education utilizing an independent study strategy may be admitted to an ROCP and are considered concurrently enrolled
- * Students enrolled in a non-public high school may be enrolled in an ROCP (EC §52324.5).

2. Non-concurrently enrolled students - students who have graduated, exempted or expelled students, adults (persons 18 years of age or older), and students 16 to 18 years of age who have not been enrolled in a high school full-time or part-time for a period of three months during the regular school year. (EC §52314.5)

Concurrently enrolled students who graduate before they complete the course should be continued as concurrently enrolled as long as they continue in the same course until completion, but no later than September 1 of the following school year. (The school year is from July 1 through June 30.)

APPENDIX C MINIMUM DAYS

The minimum day for apportionment purposes in a Regional Occupational Center is 180 minutes and the minimum day for apportionment purposes in a Regional Occupational Program is 60 minutes (EC §52326).

APPENDIX D WEEK-END CLASSES

The governing board of an ROCP may maintain classes on Saturday or Sunday, or both. (EC §37223.)

SCHEDULING OF CLASSES

In a Regional Occupational Program where there is only one class, course, or section, that class, course, or section shall not be scheduled for less than 60 minutes of instruction. There is no apportionment attendance generated if the only class, course or section is less than 60 minutes duration. Classes must be scheduled so that an individual student could attend one or more classes to meet the 60-minute minimum for apportionment.

ATTENDANCE ACCOUNTING

The attendance accounting must be recorded with the proper use of symbols. For classes in which students are scheduled to attend for specific lengths of time, the attendance should be recorded in clock hours, or portions of clock hours. The use of individual teacher-certified records of the minutes of each student's actual attendance should be used in classes that are not conducted

in a fashion that require all pupils to be present at a set time and for which instruction concluded at a set time or in which more hours of class time are available than the number of hours the student must minimally attend to receive full credit (sometimes termed ad hoc or laboratory class settings).

A class attendance record with the appropriate identifying information (class name, teacher's name, class hours or minutes, location, date, etc.) must be maintained for each class session and the record must be signed and the signature dated by the teacher. Attendance records are classified as Class 3 documents. They are to be maintained for three years after the basic audit year (CCR, Title 5, section 16025 and section 16026).

CREDITABLE ATTENDANCE

Recording of Less Than Full (Partial Attendance)

Subject to the provisions of CCR, Title 5, section 402 and section 405, a student enrolled in a class described in CCR, Title 5, section 406 is deemed present and shall not be counted or reported absent for apportionment purposes, unless he/she is absent the entire clock hour (CCR, Title 5, section 404). In other words, if a student is in attendance part of an hour and initiates an absence (partial attendance) during the instructional hour, apportionment credit for the whole hour is permitted. However, if a class period is scheduled for more than an hour, the student would have to be present some part of the second hour for the student to be credited with the second hour.

Regional Occupational Center and Program Shortened Class Time

In situations where a change in class scheduling results in a shortened day or class, only the actual instructional time of student attendance may be claimed.

USEFUL DEFINITIONS & EXPLANATIONS

Students in regular day schools are limited to one day in the school of attendance per school day. In regional occupational programs, students may generate hours of apportionment attendance with no limitation. California Education Code §46140 does not limit the number of hours of apportionable attendance in any one day for regional occupational centers and programs. A student could earn as many hours as his/her schedule provides. Scheduling is the important factor. The following is an example:

A student 16 years of age, a junior in high school -- he/she enrolls in a cosmetology course. In order to take the state board examination for a license he/she will need 1600 hours. The approved course calls for 4 hours per day for 200 days in the junior year and 4 hours per day in the senior year, so that when the student graduates he/she will have a high school diploma and be prepared to take the state boards. The student will then have attained an employable skill. This meets the legislative intent. If, in the senior year, the same student wanted to take 8 hours a day for 200 days, he/she could do so.

Cooperative Vocational Education

Students participating in Cooperative Vocational Education on-the-job training are limited to fifteen hours of attendance per week for on-the-job activities. Additional attendance credits may be earned through related classroom instruction. There is no limit on the hours of student attendance credit in related instruction per week or overall (EC §51760.5).

Interdistrict Attendance

ROCPs are authorized to enroll any person who does not reside in the attendance area of the ROCP. Interdistrict attendance agreements are not required for out-of-district enrollments (EC §52317). Workers' compensation shall be provided by the ROCP offering the training for out-of-district students enrolled in a community classroom program (EC §52317).

Regional Occupational Center and Program Permitted Throughout Calendar Week/Year

Certain classes in regional occupational centers or regional occupational programs are maintained throughout the calendar year. This situation differs from the regular day classes as those classes may be out on recess (weekend classes).

PASSING TIME

Actual passing time, not to exceed 10 minutes, is allowed for those pupils changing instructors and/or courses. For instance, a total of 1 and 5/6 hours (105) minutes may be credited for a student who attends two classes of 50 minutes each with a 5 minute passing time; or 2.83 hours (170) minutes may be credited for a student who attends three consecutive classes of 50 minutes each with two 10 minutes passing times. No instructional time may be counted for any period of time passing (traveling) from the regular school or class to a regional occupational center or program class (EC §46300 (d)).

ATTENDANCE SYSTEMS

Regional occupational centers or programs must obtain CDE approval of their system of attendance accounting. The key to any approved system is its audit trail. Forms and written procedures must be provided to the CDE to clearly illustrate and document attendance information as it transcends from the classroom to the school data gathering center.

Approved System - Questions to be Answered to Obtain Approval for an ROCP Attendance System

1. Begin in the classroom:
 - * How are pupils initially recorded?
 - * What is the source document?
 - * What is the source document that the teacher signs?
2. How is the information reported to the central data gathering center? What form(s) is used?
3. Once the information reaches the office:
 - * How is it recorded?
 - * Indicate if additional forms are used.
4. How are absences reconciled?
 - * How is information fed back to the teacher?
 - * Indicate methods of verifying attendance information.
5. Review all forms and reports to ensure that symbols were clearly identified by an appropriate legend. Such legend must easily translate to hours or minutes. Be sure to include a copy of all forms such as the initial document, monthly

summary report, legend, and procedures used to support apportionment claims related to pupil attendance.

Requests for California Department of Education approval of new or changes in attendance systems should be submitted to:

School Fiscal Services Division
California Department of Education
P. O. Box 944272
Sacramento, CA 94222-2720
Attention: Kim Clement

If an ROCP contracts for attendance accounting through an approved system, (county, regional or district level) they should notify the CDE and receive a letter of approval to participate in the approved system (CCR, Title 5, section 401).

Attendance records are classified as Class 3 documents. They are to be maintained for three years after the basic audit year (CCR, Title 5, section 16025 and section 16026).

Interdistrict Attendance

County operated ROCPs have specific requirements regarding enrollment of pupils outside of the participating districts and the reporting of ADA. The attendance of such pupils shall be pursuant to an attendance agreement specifying the reporting of ADA (EC §52314).

APPORTIONMENT

Apportionment is the allocation of state aid, district taxes or other moneys among LEAs or other governmental units, in accordance with a predetermined plan. The components of the apportionment system include:

- Average Daily Attendance (ADA) collection and reporting,
- CDE certification of ADA reports, including an annual recalculation (Principal Apportionment Cycle),
- A monthly payment schedule (Cash Flow),

AVERAGE DAILY ATTENDANCE (ADA)

The total approved days of attendance in a Local Education Agency (LEA) divided by the number of days the schools in the LEA are in session for at least the required minimum day determines ADA. However, for ROCP, the unit of average daily attendance is defined as attendance computed while a pupil is engaged in educational activities under the immediate supervision and control of an ROCP employee possessing a valid credential (EC §46300(a)). One unit of average daily attendance for ROCPs is a cumulation of 525 hours of instructional time; and this is equivalent to three hours a day for 175 days.

ADA is separated into Base ADA, Growth ADA, CalWORKs ADA and Excess ADA.

Base ADA is the funded ADA units for the prior fiscal year and is funded at each ROCP's base revenue limit. This base revenue limit may vary from year to year depending upon a cost of living adjustment (COLA), growth or other statutory changes for ROCPs. In no instance will an ROCP be funded on ADA that is less than the prior year ADA. The elements that affect the base revenue limit are included in the Budget Act that is typically finalized by the Governor during July.

Growth ADA is funded based upon the prior year P-2 ADA in grades 9 to 12, inclusive, for the school districts served by the ROCP. The allowable Growth ADA is determined by the funding provided in the current year Budget Act for this purpose, but is guaranteed to be not less than a minimum of ten ADA for each ROCP. Growth ADA is funded at the statewide average revenue limit for ROCPs (sum of all ROCPs' base revenues divided by 72). Growth ADA when added to Base ADA becomes the new Base ADA for the following year.

CalWORKs ADA funding for instructional and supportive services for CalWORKs eligible clients is determined by the funding provided in the current year Budget Act. These funds are apportioned to ROCPs and Adult Schools only after CAP is reached.

Excess ADA funding depends upon the availability of remaining ROCP funds appropriated for growth in the Budget Act. These remaining funds are distributed to all ROCPs who have generated ADA above their established cap. There is no guarantee for the funding or the amount of dollars to be distributed for ADA above the CAP.

The ROCP current year base revenue limit per ADA is determined by dividing the prior year principal apportionment, exclusive of CalWORKs and excess taxes, by the annual units of

ADA, excluding CalWORKs funded in the prior year (weighted average revenue limit). This amount is increased by the COLA specified in the Budget Act for the current fiscal year (new base revenue limit).

PRINCIPAL APPORTIONMENT CYCLE

ROCPs receive state apportionments pursuant to Education Code §§52335 -52335.10. The Principal Apportionment Cycle consists of the Advance Apportionment, the First Principal Apportionment, the Second Principal Apportionment, and the Annual Apportionment.

The Advance Apportionment for ROCPs is based on the P-2 report (see above) and certified by CDE on July 15th. The Advance Apportionment is based on P-2 certified ADA, adjusted by a factor to account for projected growth and COLA in the current year's Budget Act. The ROCPs are funded based on annual ADA. Therefore, even though actual ADA is reported it is not used at this apportionment. Prior year annual ADA is used instead. In February, eight (8) months into the advance apportionment, the advance apportionment is recalculated reflecting the certification of the prior year annual. This delayed certification adjusts the advance apportionment to reflect the additional ADA earned from P-2 to the end of Annual of the prior year. (This becomes the First Principal Apportionment)

The First Principal Apportionment covers reported ADA from the period of July 1-December 31. ADA is submitted on form J-18/19 for districts and form J27/28 for county offices, due on January 15th and certified by CDE on February 20th. The ROCPs are funded based on annual ADA. Therefore, even though actual ADA is reported it is not used at this apportionment. Prior year annual ADA is used instead. The First Principal Apportionment is referred to as "P-1". CDE certification means the official notice (certification) for payment purposes given to the Office of the State Controller by the California Department of Education that initiates release of warrants (payments).

The Second Principal Apportionment covers reported ADA from the period of July 1-April 15. ADA is submitted on form J-18/19 for county offices, due on May 1st and certified by CDE on June 25th. The ROCPs are funded based on annual ADA. Therefore, even though actual ADA is reported it is not used at this apportionment. Prior year annual ADA is used instead. The Second Principal Apportionment is referred to as "P-2".

The Annual Apportionment covers reported ADA from the period of July 1-June 30th. ADA is submitted on form J-18/19 for county offices, due on July 15th and certified by CDE on

the following February 20th. The Annual Apportionment is referred to as "Annual" or "P-3".

CASH FLOW

The Office of State Controller issues warrants monthly to each county (state apportionments) based on a monthly payment schedule pursuant to Education Code §14041. Monthly payments are received by the county treasurer's office and deposited with the county office of education. For ROCPs organized as a JPA, their funds are first credited to accounts of the district(s) of residence (Education Code § 52324). The district(s) of residence are billed by the ROCP on a monthly or quarterly basis depending on the terms of the agreement.

The payment schedule is as follows:

<i>July</i>	6% of the advance apportionment as certified on July 15th.
<i>August</i>	12% of the advance apportionment amount certified on July 15th.
<i>September to January</i>	8% of the advance apportionment amount certified on July 15 th . (58% of Advance apportionment is paid thru January).
<i>February</i>	1/3 of the difference between the Advance Apportionment and the P-1 Apportionment certified on February 20 th .
<i>March</i>	1/6 of the difference between the Advance Apportionment and the P-1 Apportionment certified on February 20 th
<i>April</i>	1/6 of the difference between the Advance Apportionment and the P-1 Apportionment certified on February 20 th .
<i>May</i>	1/6 of the difference between the Advance Apportionment and the P-1 Apportionment certified on February 20 th .
<i>June</i>	the remaining balance based on the difference between P-1 and P-2 certified on June 25 th .

OTHER APPORTIONMENTS

Visually, Hearing, and Orthopedically Impaired Students – EC §52315

Any visually, orthopedically, or hearing disabled person not enrolled in a regular high school or community college may attend an ROCP on the same basis as a high school student. Funding for the program is included in the Special Education item of the Annual Budget Bill.

The Superintendent of Public Instruction shall allow additional allowances for the education of visually, orthopedically and deaf adult students as follows:

1. For each visually disabled student \$4,799*
2. For each orthopedically disabled student \$1,520*
3. For each deaf student \$2,747*

* These amounts are adjusted to include a COLA each fiscal year if provided for in the Budget Act.

These allowances are in addition to other allowances or apportionments and are for services offered to handicapped students (EC §41881). Funds are available to offset the excess costs incurred to serve these special populations. Cost information documenting the excess cost incurred must be submitted on forms J-41 and J-41 Annual.

Necessary Small ROP – EC § 52324.6

Any ROP is eligible to apply for apportionments as a necessary small regional occupational program if it has a total annual ADA of 350 or less in the prior fiscal year, and the ROP provides instructional service to a comprehensive high school(s) with ADA of 350 or less in grades 9 to 12, inclusive, during the fiscal year.

Lottery

Lottery income for the school district or county is generated by all ADA reported by ROCPs, not just CAP ADA. For county-operated ROCPs, the county office of education receives the lottery income, the district(s) of residence of a JPA receives the lottery income and for a single district ROCP, the district receives the lottery income. There is no statutory authority mandating the lottery revenue be passed on to the ROCP.

Audit Requirements – EC §52327.5

All school districts in California, including ROCPs, are required to employ an independent auditing firm for purposes of conducting a complete annual fiscal analysis of attendance, purchasing, and financial records. An audit is an examination of documents, records, and accounts for the purpose of (1) determining the propriety of transactions; (2) ascertaining whether all transactions are recorded properly; and (3) determining whether statements that are drawn from accounts reflect an accurate picture of financial operations and financial status for a given period of time.

ROCPs should select an auditor and notify their county office of education no later than April 1. The audit is conducted in accordance with state adopted audit guidelines and regulations. The contents, findings, and recommendations of the audit must be presented to the governing board in a regularly scheduled public meeting. Copies of the audit must also be filed with the county and state agencies in accordance with Education Code §41020. December 15 is the deadline to file the audit report with the appropriate agencies.

For additional information on ADA and Revenue Limit calculations, contact your County Office of Education or the California Department of Education School Fiscal Services Division at (916) 445-4766.

ACCOUNTING AND FINANCIAL REPORTING

California school districts, county offices of education, and certain educational joint powers agreement/agencies (JPAs) are required by law to prepare annual budget and financial reports on forms prescribed by the State Superintendent of Public Instruction. These standardized reports, which generally include detailed revenue and expenditure assumptions and fund conditions, provide a wealth of information and serve a variety of purposes.

All regional occupational centers and programs (ROCP) directors should work cooperatively with their district or county chief business official (CBO) regarding ROCP financial reporting. How the accounting and financial reporting of the ROCP is handled is a local decision and will vary from ROCP to ROCP. Whatever the structure, the practices must utilize generally accepted accounting principles and follow the guidance provided in the *California School Accounting Manual* (see below).

From the county office community-based organization (CBO), ROCPs should obtain a copy of the “Budget and Financial Reporting Requirements Calendar,” which details key financial

reporting dates and provides an overview of the budget process, including *Education Code* references. This document will help the ROCP know when and with whom particular pieces of the budget, interim and unaudited actual financial reports are required to be filed.

The following is a brief description of the timelines for reporting:

Budget Report (single and dual adoption cycles)	By July 1
Revised Budget Report (dual adoption cycle)	By September 8
Prior Year Unaudited Actual Data, Matrix and Program Cost Report	By September 15
First Interim Report (Period Ending Oct. 31)	By December 15
Second Interim Report (Period Ending Jan. 31)	By March 17

For a more detailed list of required reports and due dates, please see 'Financial Reporting Timelines' table, pages 4-15 and 4-16.

THE REPORTING SYSTEM

All districts and county offices of education are phasing into a new standardized account code structure (SACS), which will replace the traditional J-200/400/600 Annual Budget and Financial Report series of reports used to report budget, interim and unaudited actuals financial data at various times during the year. ROCPs should consult with their district or county office of education CBO to determine which structure the LEA is currently reporting in, and when the LEA will convert to SACS, if not yet converted.

With SACS, LEAs are changing the way they account for revenues and expenditures. The main purpose of the SACS system is to establish a uniform, comprehensive, and minimum chart of accounts statewide to improve financial data collection, reporting, transmission, accuracy, and comparability. The system will provide better information for use by administrators, parents, board members, legislators, and others interested in school finance about where education funds come from and how they are used.

Under the SACS reporting format, all LEAs basically use the same set of forms, but by selecting preferences within the software, such as for type of LEA, the appropriate forms are personalized to the specific name and type of LEA. Through the use of specific resource, goal, function and object codes, the revenues and expenditures can be tracked to provide much richer information than is available through the J-200 format. Within the SACS series, various forms will apply to ROCPs, including various certifications. To determine the applicable forms, ROCPs should consult with their district or county office of education CBO. Also, refer to Attachment A in the SACS Software User Guide for a listing of all of the SACS forms, filing requirements and due dates.

In the traditional J-200 financial reporting system, the J-200 series of reports is used by school districts; county offices of education use the J-400 series, and the J-600 series is used by JPAs. Within the J-200/400/600 series, various forms will apply to ROCPs, including various certifications. To determine the applicable forms, ROCPs should consult with their district or county office of education CBO. Also, refer to Attachment G in the J-200 Software User Guide for a listing of all of the J-200 forms, filing requirements and due dates.

Another report format that applies to Regional Occupational Centers and Programs is the Annual Program Cost Report (J-380/580/780 series). This report is used to report how much is spent, by program, for each LEA. The J-380 is used by school districts; county offices of education use the J-580 series, and the J-780 series is used by JPAs. (Because of the more comprehensive data received through the SACS reporting system, the J-380/580/780 reports are not required of LEAs reporting in SACS.)

The financial reporting software and the related user guides and instruction manuals for both the J-200 and SACS financial reporting systems and the J-380 Annual Program Cost Report, can be downloaded from the CDE Web site at:

<http://www.cde.ca.gov/sfsdiv/software.htm>

The California School Accounting Manual (CSAM)

The main source of information relating to school accounting is the *California School Accounting Manual (CSAM)*. The *CSAM* is an integral part of the accounting and reporting process for local educational agencies (LEAs), providing guidance to LEAs on how to account correctly for the revenues and expenditures. There is a special section in *CSAM* entitled Procedure 608, "Accounting and Financial Reporting for Education Joint Powers Agreements/Agencies." This procedure includes accounting and financial reporting guidelines for districts, county offices and JPAs to follow when an ROCP is operated by a JPA.

The *CSAM* is updated once a year; the 1999 edition is the most current. The *CSAM* is currently in two parts. Part I of the *CSAM* applies to all LEAs; Part II applies only to those LEAs that have converted to SACS. Those sections of Part I that were added to or revised in 1999 and all of Part II can be downloaded from the CDE Web site at:

<http://www.cde.ca.gov/sfsdiv/financial/financial.htm>

Complete copies of the manual may be purchased from:

California Department of Education
CDE Press, Sales Office
P.O. Box 271
Sacramento, CA 95812-0271

For ordering information, call 1-800-995-4099.

<http://www.cde.ca.gov/cdepress>

Financial Reporting Timelines

The table below lists the required financial reports and due dates by LEA type.

Budget & Financial Reports	County Office of Education (COE)	School District	Joint Powers Agency
Adopted Budget	<p>A county operated ROCP budget is consolidated with the COE's county school service fund budget and must be adopted and filed with the state by the beginning of the fiscal year (July 1)</p> <p>(COEs file budgets on state Form J-401 or Form 01 for SACS)</p>	<p>A single district ROCP budget is consolidated with the school district's general fund budget and must be adopted and filed with their COE by the beginning of the fiscal year (July 1)</p> <p>(Districts file budgets on state Form J-201 or Form 01 for SACS)</p>	<p>A JPA ROCP budget is prepared by the JPA and must be adopted and filed with their COE by the beginning of the fiscal year (July 1)</p> <p>(JPAs file budgets on state Form J-601 or Form 01 for SACS)</p>
Statement of Revenues, Expenditures, and Changes in Fund Balance (Unaudited)	<p>A county operated ROCP statement is consolidated with the COE's county school service fund and must be filed with the state within 75 days after the fiscal year ends (September 15)</p> <p>(COEs file statements on state Form J-401 or Form 01 for SACS)</p>	<p>A single district ROCP statement is consolidated with the school district's general fund and must be filed with the state within 75 days after the fiscal year ends (September 15)</p> <p>(Districts file statements on state Form J-201 or Form 01 for SACS)</p>	<p>A JPA statement is prepared by the JPA and must be filed with the state within 75 days after the fiscal year ends (September 15)</p> <p>(JPAs file statements on state Form J-601 or Form 01 for SACS)</p>
ROC/P Statement of Revenues, Expenditures, and Changes in Fund Balance (for calculating allowable ending fund balance pursuant to <i>Education Code</i> § 52321)	<p>Statement is prepared by the COE operating the ROCP and must be filed with the state within 75 days after the fiscal year ends (September 15)</p> <p>(COEs file statements on state Form J-501ROP or Form ROP for SACS)</p>	<p>Statement is prepared by the school district operating the ROCP and must be filed with the state within 75 days after the fiscal year ends (September 15)</p> <p>(Districts file statements on state Form J-301ROP or Form ROP for SACS)</p>	<p>Statement is prepared by the JPA operating the ROCP and must be filed with the state within 75 days after the fiscal year ends (September 15)</p> <p>(JPAs file statements on state Form J-701ROP or Form ROP for SACS)</p>

Budget & Financial Reports	County Office of Education (COE)	School District	Joint Powers Agency
Annual Program Cost Report/Indirect Cost Report	<p>A county operated ROCP costs are consolidated with the COE's county school service fund program cost report and must be filed with the state within 75 days after the fiscal year ends (September 15)</p> <p>(COEs file reports on state Form J-580 or Forms ICR and PCR for SACS)</p>	<p>A single district ROCP costs are consolidated with the school district's general fund program cost report and must be filed with the state within 75 days after the fiscal year ends (September 15)</p> <p>(Districts file reports on state Form J-380 or Forms ICR and PCR for SACS)</p>	<p>A JPA ROCP Annual Program Cost Report is prepared by the JPA and must be filed with the state within 75 days after the fiscal year ends (September 15)</p> <p>(JPAs file reports on state Form J-780 or J-780MAT, or Forms ICR and PCR for SACS)</p>
Interim Reports	<p>A county operated ROCP interim reports are consolidated with the COE's county school service fund and must be filed with the state during the fiscal year by:</p> <p>December 15, 1st Interim</p> <p>March 17, 2nd Interim</p> <p>(COEs file interim reports on state Form J-451 or Form 01I for SACS)</p>	<p>A single district ROCP interim reports are consolidated with the school district's general fund and must be filed with the state during the fiscal year by:</p> <p>December 15, 1st Interim</p> <p>March 17, 2nd Interim</p> <p>(Districts file interim reports on state Form J-251 or Form 01I for SACS)</p>	<p>A JPA ROCP interim reports are prepared by JPA and must be filed with the state during the fiscal year by:</p> <p>December 15, 1st Interim</p> <p>March 15, 2nd Interim</p> <p>(JPAs file interim reports on state Form J-651 or Form 01I for SACS)</p>

For additional assistance, consult with the district or county office of education CBO. All state prescribed forms for the budget and financial reports listed above are on state software and are accompanied by user guide and instruction manuals. The software, guides and manuals can be downloaded from the CDE Web site:

<http://www.cde.ca.gov/sfsdiv/software.htm>

CALENDAR OF KEY DEADLINES 2000-01 APPORTIONMENTS

DUE DATES

I. FEBRUARY APPORTIONMENT

A. Annual (A) Apportionment Documents for Fiscal Year 1999-00

1) Attendance Reports ("J" Forms)

Districts/County Offices of Education

(J-18/19, J-18/19B, J-18/19CH, J-18/19S, J-18/19C,

J-22, J-22 Supplement [GATE], J-27/28)

July 15, 2000

2) Tax Reports

a. Districts, Form J-29B

August 15, 2000

b. County Offices of Education, Form J-29C

August 15, 2000

c. Miscellaneous Funds, Form J-29.1

August 15, 2000

3) Revenue Limits

a. Districts, Form K-12(A)

October 15, 2000

b. County Offices of Education, Form O (A)

October 15, 2000

4) Special Education

a. NPS/LCI Data

October 31, 2000

b. Infant J-50 Data

October 31, 2000

B. First Principal (P-1) Apportionment Documents, 2000-01

1) Tax Reports

a. Districts, Form J-29B

November 15, 2000

b. County Offices of Education, Form J-29C

November 15, 2000

2) Revenue Limits

a. Districts, Form K-12 (P-1)

November 15, 2000

b. County Offices of Education, Form O(P-1)

November 15, 2000

3) Special Education

a. NPS/LCI Data

January 8, 2001

b. Infant J-50 Data

January 8, 2001

- 4) Attendance Reports ("J" Forms)
Districts/County Offices of Education
(J-18/19, J-18/19B, J-18/19CH, J-18/19C, J-18/19S,
J-20, J-22, J-22 Supplement [GATE], J-27/28)

January 15, 2001

C. Corrections to be applied at P-1, 2000-01

Corrections from all prior years for Attendance Forms,
Revenue Limits, AB 602, NPS/LCI, Infant J-50,
ROC/P Handicapped Pupils, Adult

II. JUNE APPORTIONMENT

A. Second Principal (P-2) Apportionment Documents, 2000-01

1) Tax Reports

- a. Districts, Form J-29B
- b. County Offices of Education, Form J-29C

April 15, 2001

April 15, 2001

2) Revenue Limits

- a. Districts, Form K-12(P-2)
- b. County Offices of Education, Form O(P-2)

April 15, 2001

April 15, 2001

3) Special Education

- a. NPS/LCI Data
- b. Infant J-50 Data

April 19, 2001

April 19, 2001

4) Attendance Reports ("J" Forms)

Districts/County Offices of Education
(J-7, J-18/19, J-18/19B, J-18/19CH, J-18/19C,
J-18/19S, J-22, J-22 Supplement [GATE], J-27/28)

May 1, 2001

B. Corrections to be applied at P-2, 2000-01

Corrections for Fiscal Year 1999-00 not
received by October 15, 2000

March 15, 2001

III. SPECIAL PURPOSE APPORTIONMENT, 2000-01

A. Pupil Transportation Reports

- 1) Annual Report of Pupil Transportation
Expense, Form J-141

October 16, 2000

- | | |
|---|------------------|
| 2) Annual Report of SH/OH
Transportation Expense, Form J-141-S | October 16, 2000 |
| 3) Annual Report of ROC/P Transportation,
Form J-141-ROC/P | October 16, 2000 |
| 4) Report of School Buses, Form J-143 | October 16, 2000 |
| 5) Transfer of Transportation Services,
Form J-141-T | October 16, 2000 |
| 6) Worksheet for Pupil Transportation
Data Distribution, Form J-141-CW-2 | October 16, 2000 |
| 7) Informational Upload from Providers,
Form J-141-CW-2 Upload | October 16, 2000 |
| 8) Corrections for 1999-00 and prior | June 30, 2001 |

IV. INSTRUCTIONAL MATERIALS REPORTS

- | | |
|--|-----------------|
| A. Direct Order: Statement of Written Assurance per
<i>Education Code</i> Section 60242.5 of
conformance to law and applicable rules and
regulations regarding Instructional Materials
purchase with funds from Instructional
Materials Funds for grades K-8 | August 15, 2000 |
|--|-----------------|

V. MISCELLANEOUS REPORTS

- | | |
|--|--------------------|
| A. Morgan-Hart Grade 9 Class Size Reduction F.Y. 1999-00
Report of Enrollment, Form J-9MH | August 14, 2000 |
| B. Miller-Unruh Certification, Form J-10A | September 15, 2000 |
| C. Mentor Teacher Financial Report | September 15, 2000 |
| D. Morgan-Hart Grade 9 Class Size Reduction F.Y. 2000-01
Application | October 12, 2000 |
| E. Annual Survey of Children in Local
Institutions for Neglected and
Delinquent Children, ESEA, Title 1 | December 7, 2000 |

- | | |
|--|-------------------|
| F. School ADA Report (SIP) | January 17, 2001 |
| G. School Level CalWORKS and
Free and Reduced Price Meal Report | February 16, 2001 |
| H. County CalWORKS and Free and Reduced Price Meal Report
(School District Level) | February 16, 2001 |
| I 90 Days after Budget is Signed 2000-01 Operations Application, K-
3 Class Size . Reduction Form CSR-0-2 | |
| J. Report of Enrollment for Kindergarten and Grades 1-3 for
Districts Participating in the Class Size Reduction
Program 2000-01 | May 4, 2001 |

If you have any questions regarding this schedule, please contact Terri Emery at 916/324-4551 (temery@cde.ca.gov).

SUBMIT ABOVE REPORTS TO:

California Department of Education
School Fiscal Services Division
560 J Street, Suite 150
Sacramento, CA 95814

PERSONNEL SERVICES

STAFFING

Staffing patterns and requirements vary considerably according to governance, size, location, type, and local needs of the 72 ROCPs in the state. Titles of positions differ as well as organizational structures. Positions commonly found in ROCPs include Superintendent, Chief Administrative Officer, Director, Supervisor, Coordinator, Counselor, Guidance Technician, Job Developer, Teacher, Instructor, and Instructional Aide. Each governing board determines the best staffing configuration for its own ROCP. There are, however, standard qualifications for the credentials required of teachers of career technical subjects.

Administrators

In ROCPs operated by a single district or by a county superintendent of schools, the director or chief executive officer shall hold a valid teaching or service credential as required. In joint powers ROCPs, the qualifications for a superintendent/director are determined by the governing board.

Counselors

One of the major goals of an ROCP is to provide individual counseling and guidance in career technical careers (EC, §52302.5 (a)). This service can be provided in several ways. Some ROCPs choose to hire and maintain their own counseling staff and services, others contract with participating districts for partial use of school-based counselors, and others use a combination of ROCP and outside services.

Career technical education counselors are required pursuant to the state plan to be properly certified to perform career technical counseling and guidance in California and have two years of work experience in areas other than education. The credentialing requirements include either the General Pupil Personnel Services or Standard Designated Services/Pupil Personnel Services Credential.

Instructors/Teachers

A. Basic Skills Testing

As required by Education Code 44830, all certified employees on either a permanent, temporary, or substitute basis shall demonstrate proficiency in basic skills as established by the governing board of the ROCP. The basic skills proficiency criteria shall be at least equivalent to the test required for graduation by the ROCPs affiliate school districts.

B. Tenure

Section 44910 of the Education Code precludes ROCP instructors from being classified as permanent employees of a school district. This determination does not apply to a regularly credentialed teacher who has been employed to teach in the regular education program of a school district and is subsequently assigned as an instructor in ROCPs.

C. Duties and Responsibilities of Teacher

The duties and responsibilities of ROCP teachers are many and varied depending upon the policies and procedures of individual ROCPs. Specific duties of ROCP teachers include the added responsibilities of program advisory committee involvement, visitations to business and industry, and assisting in the placement of qualified students.

Substitute Teachers

California law and the California Commission on Teacher Credentialing regulations permit the holder of a full-time single subject credential, designated subjects credential, or a multiple subjects credential to provide substitute teaching service in grades 12 and below including vocational subjects.

Instructional Aides

Qualifications for teacher aide/instructional aide positions are determined by the employing agency.

STAFF EVALUATION

Evaluation procedures of staff, including frequency and methods, are found in local governing board policy and contracts. General guidelines for evaluations should be formulated to result in a positive, constructive activity to promote professional growth. They should reveal strengths and weaknesses of all personnel, provide for growth and improvement, and encourage beneficial change. Evaluations should avoid being perceived as punitive. Usually, stated goals and objectives of the organization become the basis for individual goals and are a major consideration in the evaluation process.

CREDENTIALS

Numerous credentials, authorized under various laws have been issued by the California Commission on Teacher Credentialing (CCTC) and are accepted for service in vocational education subjects.

Designated Subjects Supervision And Coordination Credentials

Supervision and Coordination credentials are issued to individuals who meet the requirements listed below and who apply through, and are recommended by, a Commission-approved Local Education Agency (LEA).

Authorization: The Designated Subjects Supervision and Coordination Credential authorizes the holder to supervise/coordinate subjects and classes in all types of designated subjects programs.

Requirements for the designated subjects supervision and coordination clear credential:

1. Possession of a valid Designated Subjects Teaching Credential, other than for part-time service.
Note: The teacher who holds another type of California teaching credential which authorizes service in an adult or vocational education class may be eligible for the Supervision and Coordination Credential if all other requirements are met. The LEA must request a full-time Designated Subjects Adult Education Credential on the recommendation form for the Supervision and Coordination Credential. Only one application and fee is required for the initial issuance. Subsequent renewals require two applications and two fees.
2. Verification by the employing school district of the completion of three years of full-time teaching experience in the subject named on the Designated Subjects Teaching Credential.

3. Verification by an LEA of the completion of six semester units, or 90 clock hours, in a Commission-approved personalized program in supervision and coordination.
4. Verification of passage of the California Basic Educational Skills Test (CBEST). The CBEST Bulletin of Information with registration materials is available at school district and county education offices, and in the testing offices of any college or university offering Commission-approved subject matter or teacher training programs.

Period of Validity: The period of validity of the Supervision and Coordination Credential is determined by the expiration date of the Designated Subjects Credential held, but may not exceed five years from the date of issuance.

Reference: Title 5, California Code of Regulations, §80038

Ryan Teaching Credentials

These credentials are issued under the provisions of the Teacher Preparation and Licensing Law of 1970 (The Ryan Act), its subsequent amendments and additions, including the Bergeson Act of 1988, and other laws and regulations currently in effect. The Ryan Credentials are issued under a two-tier system. Normally, individuals who qualified for their initial credential are issued a preliminary credential. Then, after completing additional requirements, they are issued a professional clear credential. These credentials are the only ones that may be issued for first-time applicants. Types of Ryan Credentials include: "Teaching Credential", "Services Credential", "Special Authorization", and "Miscellaneous Documents."

Designated Subjects Credentials

Authorizes teaching or service in technical, trade, or vocational courses or in courses organized primarily for adults. The requirements generally include experience in the subject. The preliminary or clear (or professional clear) full-time vocational education teaching credential authorizes the holder to teach:

- * The subjects named on the credential in grades 12 and below and in classes organized primarily for adults
- * In technical, trade or vocational courses which shall be part of a program of technical, trade, or vocational education
- * As a substitute in any vocational class for up to 30 days for any one teacher during the school year

In California, the appropriate credential to teach a special subject in a departmentalized classroom, such as Math or English at the middle school or high school level, is the Single

Subject Teaching Credential

This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

Individuals providing school services such as administration and pupil counseling must hold a credential authorizing that service. Many specialists in the public schools must earn credentials or certificates authorizing service in the area of specialization. These credentials and certificates are dependent upon the applicant holding a Multiple or Single Subject Teaching Credential or the equivalent issued under previous statutes.

Persons holding any of the following credentials may be qualified to teach ROC/P courses provided the subject authorization matches the class to be taught and the requirements for work experience have been met and documented.

(Ryan) Teaching Credential, Single Subject

Agriculture
Business
Health Science
Home Economics
Industrial and Technology Education Specialist
Agriculture

Designated Subjects Vocational Education

Listing begins on page 5-12.

Designated Subjects Vocational Education Teaching Credentials

Vocational education teaching credentials are issued to individuals who meet the requirements listed below and who apply through and are recommended by either a Commission-approved Local Education Agency (LEA) or by an Employing School District (ESD). See pages 9/10 for subjects that can be listed on the credential. Reference: Title 5, California Code of Regulations, Section 80034, 80034.5, 80035, 80035.1, 80035.5, 80036.5, 80042, and 80569.

APPENDIX E Requirements For The Full-Time Vocational Credential

For the five-year* **preliminary** credential:

1. Verification of five years of work experience directly related to each subject to be named on the credential. One year shall equal a minimum of 1500 clock hours and the experience may be either full or part-time, or paid or unpaid. Forty-eight (48)

semester units of post-secondary vocational training, related to the subject to be named on the credential and verified by official transcript, may be substituted for a maximum of two of the five years of work experience. (Holders of a Bachelor degree in the subject named on the credential may therefore need only three years of related work experience). This substitution may be made on a pro rata basis up to the two-year maximum.

At least one year of the required work experience must be within the three years immediately preceding the issuance of the preliminary credential. Teaching is not generally accepted as work experience. However, for the purpose of meeting the recent requirement, any of the following, or a combination of the following, maybe cumulated to total 1500 clock hours:

- a. work experience
 - b. vocational teaching experience
 - c. college-level related course work
 - d. non-college related course work
 - e. occupational internship
2. Possession of a high school diploma **OR** diploma based on passage of the GED Test **OR** possession of the foreign equivalent of a high school diploma.
 3. Completion of a two semester (or three quarter) unit course in the provisions and principles of the United States Constitution or passage of an examination in the subject given by a regionally accredited college or university.
 4. Verification, signed by a CTC-approved LEA, or by an ESD authorized to do so by a CTC-approved LEA, in accordance with guidelines established by the CTC, that the applicant has been fully apprised of the requirements for both the preliminary and professional clear credentials, including Level I and Level II requirements of the program of personalized preparation.

* A preliminary full-time vocational credential valid for ONE YEAR may be issued to applicants who have completed all requirements except #3, U.S. Constitution. The credential may be extended to its full five-year term upon application once that requirement has been met.

For the **professional clear** credential (initially issued July 1, 1996):

1. Possession of a valid preliminary full-time vocational education teaching credential.
2. ESD must verify:
 - a. Successful teaching of one course in each four terms which must be held within the five-year validity period of the preliminary vocational teaching credential.
 - b. Two of the four terms must be with one ESD
 - c. Teaching must have been at the grade level and in the subject(s) authorized by the preliminary vocational education teaching credentials
 - d. Must have occurred while holding the valid preliminary full-time vocational education teaching credential.
3. Verification by an LEA that the applicant has completed all Level I and Level II requirements of a CTC-approved program of personalized preparation, including the use of computers in an instructional setting.
4. Completion of a unit requirement in health education, including, but not limited to nutrition, the physiological and sociological effects of abuse of alcohol, narcotics, and drugs, and the use of tobacco. This requirement must also include training in cardiopulmonary resuscitation (CPR), which meets, or is equivalent to, the standards set by the community CPR course (includes adult, infant, and child CPR; choke rescue; and rescue breathing) offered by the American Red Cross.

For **renewal of the clear or professional clear** credential:

A clear full-time vocational education teaching credential is renewable on the basis of submission of a completed application and payment of the required credential application fee. A professional clear full-time vocational education teaching credential that is initially issued on or after July 1, 1996, is renewable on the basis of submission of a completed application, payment of the required credential application fee, and verification of completion of 150 clock hours of professional growth.

Authorization: The preliminary or clear/professional clear full-time vocational education teaching credential authorizes the holder to teach the subjects named on the credential in grades 12 and below. Also, classes organized primarily for adults, in technical, trade or vocational courses which shall be part of a program of technical, trade or vocational education. In addition, the holder may serve as a substitute in any vocational class for up to 30 days for any one teacher during the school year.

Requirements For The Part-Time Vocational Credential

For the five-year* **preliminary** credential:

1. Verification of five years work experience directly related to each subject to be named on the credential. The experience and the subjects that can be named on the part-time credential are the same as those specified for the full-time credential.
2. Possession of a high school diploma **OR** diploma based on passage of the GED Test **OR** possession of the foreign equivalent of a high school diploma.
3. Verification, signed by a CTC-approved LEA, or by an ESD authorized by a CTC-approved LEA. Guidelines established by the CTC to ensure that the applicant has been fully apprised of the requirements for both the preliminary and professional clear credentials, including the program of personalized preparation.

For the **clear** credential or **professional clear** credential (initially issued July 1, 1996):

1. Possession of a valid preliminary part-time vocational education teaching credential.
2. ESD must verify:
 - a. Successful teaching of at least one course in each four terms which must be held within the five-year validity period of the preliminary vocational teaching credential.
 - b. Two of the four terms must be with one ESD
 - c. Teaching must have been at the grade level and in the subject(s) authorized by the preliminary vocational education teaching credential.
 - d. Must have occurred while holding the valid preliminary full-time vocational education teaching credential.
3. Verification by an LEA that the applicant has completed all Level I of a CTC-approved program of personalized preparation, including the use of computers in an instructional setting.
4. Completion of a unit requirement in health education, including, but not limited to nutrition, the physiological and sociological effects of abuse of alcohol, narcotics, and drugs, and the use of tobacco. This requirement must also include training in cardiopulmonary

resuscitation (CPR), which meets, or is equivalent to, the standards set by the community CPR course (includes adult, infant, and child CPR; choke rescue; and rescue breathing) offered by the American Red Cross.

* A preliminary part-time vocational credential valid for ONE YEAR may be issued to applicants who have completed all requirements except #3, U.S. Constitution. The credential may be extended to its full five-year term upon application once that requirement has been met.

For **renewal of the clear or professional clear** credential:

A clear part-time vocational education teaching credential is renewable based on submission of a completed application and payment of the required credential application fee. A professional clear part-time vocational education teaching credential, initially issued on or after July 1, 1996, is renewable on the basis of;

1. submission of a completed application;
2. payment of the required credential;
3. application fee;
4. verification of completion of 75 clock hours of professional growth; and
5. verification of two years of work experience. The work experience must be completed during the five-year period of validity of the professional clear credential and be directly related to the subject named on the credential.

Authorization: The preliminary or clear/professional clear part-time vocational education teaching credential authorizes the holder to teach not more than half-time in the subject named on the credential in grades 12 and below. The holder is also authorized to teach courses organized primarily for adults, in technical, trade or vocational. If the holder of this credential teaches in more than one school district, hours will not exceed one-half of the greatest number of hours considered to be a full-time assignment for vocational educators in any one of the districts.

Note: Subjects that do not appear below will be placed within an existing subject, if it can be subsumed within that existing subject. Additional subjects may be added from time to time to accommodate new or emerging subjects.

Verification of Work Experience

Title 5 Regulations requires verification of five years of work experience or its equivalent related to each subject to be named on the credential. Verification of work experience means confirmations of the applicant's qualifying experience, in writing, signed by the applicant's past or present employer(s) on company letterhead. This letter will include all of the following:

1. employer's name, address and telephone number;
2. the working relationship of the person signing the verification to the applicant;
3. beginning and ending dates of employment;
4. complete description of duties; and
5. a statement as to whether or not the employment was full time or less than full-time, and accounting for the number of hours the applicant was employed.

If the applicant was self-employed or if the applicant's experience was vocational, verification shall include a statement, signed by the applicant under penalty of perjury, detailing the information described in 1) through 5) above. It must also be further substantiated in writing, by other person(s) having first-hand knowledge of the applicant's self-employment or avocation, such as the applicant's accountant, major supplier of goods, or major user of goods or services. (EC §80035(1)).

Subjects that can be listed on the credential

• **Agriculture**

Agriculture business
management and marketing
Agriculture mechanics
Animal care
Animal control
Animal production
Crop production
Floriculture and floristry
Forestry, natural resources and
rural recreation
Landscaping
Ornamental nursery operation
Small business ownership
and/or management
Structural pest control
Truck and bus driving

• **Cosmetology**

Barbering
Business management
Cosmetology
Manicuring and pedicuring
Small business ownership
and/or management

Business Occupations

Accounting occupations
Agriculture business management
and marketing

Amusement and theme park
occupations
Automotive parts counterperson
Banking
Business management
Computer applications
Computer programming
Computer systems operation
Court reporting
Customer Service representative
Electronic publishing
Event and conference planning
Financial management & services
Health care information services
Information processing
Information systems
management
Income tax preparation
Insurance occupations
Legal office occupations
Medical office services
Office occupations
Ornamental nursery operation
Personnel administration
occupations
Retail occupations
Secretary/stenographer
Small business ownership
and/or management

* **Marketing**

Amusement and theme park
occupations
Banking
Customer service
representative
Elderly care services
(non-medical)
Event and conference
planning
Fashion merchandising
Financial management and
services
Food and beverage production
and preparation
Hotel and lodging occupations
Information processing
Information systems
management
Insurance occupations
International trade
Journalism occupations
Marketing
Multimedia production
Office occupations
Real estate
Recreation
Retail occupations
Small business ownership
and/or management
• Telecommunications
• Travel services
• Warehousing

* For classification purposes only - heading will not be listed on credential.

Subject(s) that can be listed on Vocational Designated Credentials

***Fire Science**

Fire control and Safety
Fire fighting
Hazardous materials occupations

***Health Occupations**

Athletic trainer
Biomedical equipment technology
Dental services
Dietetics and nutrition service
Elderly case services (non-medical)
Health care biotechnology services
Health care diagnostic services
Health care information services
Health care preventive services
Health care supportive services
Interpreter for the deaf
Medical office services
Optical goods work
Recreation
Small business ownership and/or management
Therapeutic services
Water treatment

***Home Economics**

Business management
Clothing, alteration and repair
Child care
Commercial art
Dietetics and nutrition service
Fabric maintenance services
Family and human service occupations
Fashion merchandising
Floriculture and floristry
Food and beverage production and preparation
Food and beverage services
Interior design
Small business ownership and/or management
Textile design
Textile production and fabrication

***Law and Security**

Business management
Court reporting
Law enforcement occupations
Legal office occupations
Protective and security services

***Industrial and Technology (Trades)**

Agriculture mechanics
Airframe and power plant mechanics
(Major appliance repair)
(Small appliance repair)
Automobile detailing
Automobile body repair and refinishing

Automotive brake installation & repair
Automotive electrical systems service
Automotive heating and air-conditioning service
Automotive mechanics
Automotive parts counterperson
Automotive suspension and steering repair
Automotive transmission and transaxle service and repair
Avionics
Bicycle repair
Boat building
Carpentry
Cabinet making and millwork
Commercial Art
Commercial diving
Commercial photography
Communications electronics
Computer assisted manufacturing
Computer electronics
Computer maintenance and repair
Concrete placing and finishing
Construction equipment operation
Construction inspection
Control system maintenance & repair
Custodial services
Diesel equipment mechanics
Drafting occupations
Drywall installation
Electric motor repair
Electrical power distribution
Electrician
Electronic consumer products service
Electronic publishing
Electronics assembly
Energy, environment and resource management
Engine performance technician
Engineering occupations
Fire sprinkler installation
Floor covering installation
Foundry work
Furniture making, finishing and refinishing
General contracting
Glazing
Hazardous material occupations
Heating, air-conditioning and ventilation installation and services
Heavy equipment maintenance, and repair
Hybrid microelectronics
Hydroelectric plant operators
Industrial ceramics mfg
Industrial electronics
Industrial maintenance
Instrument repair
Interior maintenance
(residential and commercial)
Jewelry design, fabrication and repair

Lathing
Locksmithing and safe repair
Machine tool operation and machine shop
Major appliance repair
Marine power plant maintenance and repair
Masonry
Metal fabrication
Millwork and cabinet making
Motor sweeper operator
Motorcycle service and repair
Multimedia production
Office machine repair
Optical goods work
Painting-construction
Pipefitting and steamfitting
Plastering
Plastics and composites manufacturing occupations
Plumbing
Pool and spa service
Printing / graphics occupations
Product development, testing and demonstration
Refrigeration installation and maintenance
Residential and commercial repair and remodeling
Robotics
Roofing
Sheet metal fabrication
Shoe repair
Small appliance repair
Small business ownership and/or management
Small engine service and repair
Stage technology
Structural and reinforcement ironwork
Structural pest control
Surveying
Technical illustration
Telecommunications
Tile setting
Tool and die making
Tow truck operation
Upholstering
Welding

***Others:**

Interpreter for deaf
Performing arts occupations
Teaching/teacher aide
Theatrical occupations
Truck and bus driving
* For classification purposes only - heading will not be listed on credential

Program Of Professional Growth

To renew a designated subjects adult or vocational professional clear credential, the holder must fulfill the following two requirements at five year intervals.

1. Complete an individual program of professional growth activities that contribute to the competence, performance, or effectiveness in the profession of education. The required number of clock hours of professional growth activities needed is based upon the type of designated subjects credential you hold.

Vocational Full-Time needs to complete 150 clock hours.

Vocational Part-Time needs to complete 75 clock hours.

2. Submit to the Commission a completed credential application form and fee and the Professional Growth Plan and Record form. Regardless of how many credentials a person holds or how many of the credentials have professional renewal requirements, a credential holder is required to only complete the equivalent of one set of renewal requirements every five years. Those individuals holding Designated Subjects Part-Time Vocational Professional Clear credentials must also submit verification of two years of work experience, completed during the five-year period of validity of the clear credential, directly related to the subject named on the credential.

To renew a professional clear credential, the holder must plan a program of professional growth activities in consultation with a professional growth advisor. Each activity in the program must satisfy the following five standards:

- * Each activity must be likely to contribute to the competence, performance, or effectiveness of the credential holder in one or more of the following domains of professional growth:
 - A subject or subjects the credential holder teaches
 - A field of specialization in which the credential holder serves
 - Concepts, principles, and methods of effective teaching, curriculum and evaluation
 - Concepts and principles of physical, intellectual, social and emotional development
 - Concepts and principles of human communications, learning, motivation, and individuality
 - Languages and cultural backgrounds
 - Concepts and principles of effective relationships among schools, families, and communities
 - Roles, organizations, and operation of public education

- * Each activity must begin after the issuance date of the initial five-year professional clear credential, or the issuance date of the subsequent renewal of this credential.
- * Each activity must be of high quality and consistent with the credential holder's professional growth goals, as stated in Item 8 of the Professional Growth Plan.
- * Each activity must be included in one or more of the categories of professional growth activities described below.
- * The credential holder's Professional Growth Plan and Record must ultimately include activities in at least two of the categories described below.

The seven categories of approved activities are defined below. Activities must be chosen from at least two of the following categories and must be completed during the five-year renewal cycle.

1. Completion of one or more college or university courses.
2. Conferences, workshops, institutes, academies, symposia, teacher center programs, or staff development program.
3. Systematic programs of observation and analysis of teaching or performance of a peer-alike job.
4. Service in a leadership role in an educational institution.
5. Service in leadership role in a professional organization.
6. Educational research and innovation.
7. The Commission has determined that the activities specified below may also fulfill the professional growth requirements.
 - a. Participation in a professional exchange program.
 - b. Participation in an alternative work-experience programs.
 - c. Participation in a program of independent study.
 - d. Creative endeavors.
 - e. Cultural experiences.
 - f. Instruction in cardiopulmonary resuscitation (CPR).
 - g. Technical training or work experience in the subject named on the credential.

You must complete the requirements outlined in the California Professional Growth Manual for Multiple Subject Credentials and Services and Specialist Credentials if you hold a multiple subject, single subject services, or specialist professional clear credential in addition to a designated subjects credential. The more stringent standard of professional growth activities and the successful service requirement must be used. If you hold a valid professional clear multiple subject, single subject, services, or specialist professional clear credential, you need only to submit a credential application (Form 41-4) and the appropriate fee to renew your Professional Clear Designated Subjects Adult and/or Vocational Teaching Credential. You will not need to resubmit your professional growth activities as long as you have another valid professional clear credential.

Specialist Instruction Credential

The Specialist Instruction Credential authorizes the holder to teach in the area of specialization listed on the credential at any grade level; preschool, kindergarten, grades one through twelve, and in classes organized primarily for adults.

REQUIREMENTS: An applicant for a Specialist Instruction Credential must verify:

(a) *Possession of a basic California teaching credential meeting either of the following definitions:*

- (1) a California teaching credential requiring a bachelor's degree from a regionally accredited college or university and completion of a professional teacher preparation program including student teaching, or
- (2) a Clear Full-Time Designated Subjects Credential if the holder also possesses a bachelor's degree from a regionally accredited college or university and has passed the California Basic Educational Skills Test (CBEST). The applicant for the Specialist Instruction Credential who does not hold a basic teaching credential, must qualify for a basic teaching credential outlined above before he or she will be eligible for a professional clear specialist credential. The education department of any of the colleges or universities listed below can provide additional information about completing the program for Multiple or Single Subject Teaching Credential;

(b) A fifth year of preparation beyond the bachelor's degree; and

(c) Completion of a Commission-approved program, including student teaching, and the recommendation of a California college or university with an approved program in the specialist area.

Term: The term of a Professional Clear Specialist Instruction Credential is determined by the expiration date of the prerequisite teaching credential held, but may not exceed five calendar years.

Note: In order to renew the professional clear credential the holder must complete 150 clock hours of planned and approved professional growth activities and the equivalent of full-time service for one-half of one school year on the professional clear credential.

Reference: EC §44265; Title 5, California Code of Regulations, Section 80048.

Pre-Ryan credentials

General: Originally issued under provisions of the law that existed prior to 1961. The Generals were only issued as clear credentials and were therefore considered to be one-tier credentials. These credentials are no longer issued on an initial basis but renewals are issued to the holders of General Credentials. Some were issued for the life of the holder and need not be renewed. Types of General Teaching Credentials include: "General Teaching Credential" and "Special Teaching Credential."

Persons holding any of the following credentials may be qualified to teach ROCP courses provided the subject authorization matches the class to be taught and the requirements for work experience have been met and documented.

(Pre-Fisher) "General Teaching Credential": General Secondary Teaching with a college major in Agriculture, General Secondary Teaching with a college major or minor in: Business, or Home Economics, or Industrial Arts.

(Pre-Fisher) "Special Teaching Credential": Special Secondary (Vocational Agriculture), Special Secondary Limited in Designated Subjects, Special Secondary Business Education, Special Secondary Limited in Vocational Business, Special Secondary (Homemaking), Special Secondary in Industrial Arts, Special Secondary Limited Industrial Arts, Special Secondary (Nursing Education), Special Secondary Vocational Class A in a: Trade or Industrial subject, or Health Careers Subject (with appropriate professional license, certificate or registration), Special Secondary Vocational Class B in Trade or Industrial subject, Special Secondary Vocational Class C1, Special Secondary Vocational Class C2, Special Class D Vocational in a: Trade or Industrial subject, or Health Careers Subject (with appropriate professional license, certificate or registration), Special Secondary Vocational Part-time in Business.

Standard (Fisher): Originally issued in 1961 under the provisions of law, Fisher Act, and is available to first-time applicants until September 15, 1974 but, under certain conditions until 1976. The Standards were issued under a two-tier system. Most individuals who qualified for their initial credential were issued a partial credential and, after completing additional requirements, were issued a clear (or full) credential. These credentials are no longer issued on an initial basis but renewals are issued to the holders of clear Standard Credentials. Some were issued for the life of the holder and need not be renewed. Types of Standard (Fisher) Teaching Credentials include: "Standard Teaching Credential, " "General School Services Credential," and "Standard Designated Teaching Credential."

Individuals holding any of the following credentials may be qualified to teach ROCP courses provided the subject authorization matches the class to be taught and the requirements for work experience have been met and documented.

(Fisher) Standard Teaching Credential: Standard Secondary Teaching with a major in: Agriculture, or Business, or Home Economics, or Industrial Art.

(Fisher) Standard Designated Teaching Credential in: 1)Business Education, 2) Industrial Arts and Occupational, 3) Vocational Trade and Technical in a health careers subject, or 4) Vocational Agriculture, a trade or industrial subject.

(Fisher) General School Services Credential: Administration and Supervision titles.

If you have questions related to credentialing, contact your County Office of Education or the Commission on Teacher Credentialing web site.

<http://www.ctc.ca.gov/>

GLOSSARY

Necessary terms for discussion of the current Ryan Services and Specialist Credential requirements:

Clear Services or Specialist Credential

Refers to a services or specialists credential with no further academic requirement to be verified, issued prior to July 1, 1994. Professional growth and successful service are not required of holders of these clear credentials. Services credentials include Administrative, Library Media Teacher, Health, Clinical or Rehabilitative and Pupil Personnel. Specialist credentials include Agriculture, Bilingual Cross Cultural Instructor, Early Childhood Education, Health Science, Mathematics, Reading and Language Arts, and Special Education.

Clear Teaching Credential

Refers to a teaching credential with no further academic requirements to be verified that was issued prior to September 1, 1985. Professional growth and successful service are not required of holders of these clear credentials.

Permanent Credential

Refers to a professional, professional clear, clear and life credential.

Preliminary Credential

Refers to a credential that has further academic requirements to be verified before its status can be changed to professional clear. Professional growth is not required for the preliminary credential.

Professional Clear Services or Specialist Credential

Refers to a clear services or specialist credential that was issued after June 30, 1994 and is subject to renewal requirements of Title 5, Article 7 Regulations.

Professional Clear Teaching Credential

Refers to a clear multiple or Single Subject Teaching Credential that was issued after August 31, 1985 as the recipients first clear basic teaching credential, and that is subject to the renewal requirements of EC §44277.

Student Support Services

INTRODUCTION

Regional Occupational Centers and Programs (ROCPs) consolidate state and federal funds at the local, direct service level to offer comprehensive employment training, placement and support services to high school students and adults. ROCPs develop structured career options for youths and adults, which enable them to remain in school, acquire relevant instruction, complete their high school education, gain entry-level job skills and successfully enter employment.

However, structures vary and the following elements are considered necessary to providing quality student support service:

- * An effective student recruitment plan. Information on programs and services is available to the public in a variety of formats, including through appropriate technology, and may be available in more than one language. Program prerequisites and fees are specified prior to enrollment. The program has delineated marketing strategies that support student recruitment of various populations, including written materials, electronic dissemination of information, and related activities. Marketing efforts occur throughout the year and involve all appropriate staff, and information is up-dated regularly. Students are informed of post-secondary articulation agreements.
- * Students are provided access to career guidance service information. Career guidance is a major focus of the program. High school and adult students are provided with adequate information to establish and accomplish individual career goals and are made aware of appropriate services to assist them. This includes access to assessment and career guidance; efforts to match individual attitudes, interests, and aptitudes to career requirements/expectations: Educational/training requirements, the need for lifelong learning, and labor market demands. There are evident efforts to give information about, and provide support for, nontraditional career choices. All available educational, business and community resources are used to support this activity as appropriate.
- * A process to encourage appropriate placement of students in programs consistent with student abilities and goals. Staff responsible for enrolling students is aware of class requirements, recommended prerequisites, fees, and personal attitudes and aptitudes appropriate for success; and they work closely with students to ensure appropriate course placement. Instructors interact directly with guidance staff to determine appropriateness of student placement.

- * Student support services, which addresses the needs of a varied student population. The program provides a variety of services and/or referrals to meet different student needs, including those of special populations; and students and staffs can initiate this process. All staff is made aware of their responsibility for supporting student success, as appropriate. Instructors are aware of program services and acknowledge and respond to individual student needs, both through referrals and through classroom instructional methodologies.
- * Employment literacy, job placement assistance, and job retention skills. Students must have access to assistance with essential employability skills, job search skills, job placement, and job retention, both in and out of the classroom. Community relations support this effort wherever possible.

Student Recruitment

An effective recruitment plan is designed to inform students, prospective students, parents, and the community what is available in career technical training through the ROCP. An effective public information program is closely related to effective recruitment so that the ROCP enrollment is reflective of its service area. In order to develop an effective recruitment program, a well-organized process, using many kinds of media, and based on proven outreach strategies is essential. CAROCP has a variety of recruitment and public relations resources and a handbook that may be accessed via the internet at

<http://www.carocp.org/>

Career Guidance and Counseling

The general parameters of ROCP involvement in the area of guidance and counseling are provided for in EC §52302.5. Purposes of center or program:

*"A regional occupational center or regional occupational program shall:
(a): "Provide individual counseling and guidance in vocational matters..."*

and in Title 5, §11505, Counseling and Guidance:

"A Regional Occupational Center or a Regional Occupational Program shall provide individual vocational counseling and guidance directly supportive of, and contributory to the instructional program that constitutes the course offerings of the Regional Center or Regional Occupational Program. The counseling and guidance services funded pursuant to the provisions of Article 1, Chapter 9, Part 28, Division 4, Title 2 of the Education Code shall not be construed as general support for guidance and counseling services for the total school enrollment or for the total vocational education enrollment in a school."

In 2000, the California Association of Regional Occupational Centers and Programs (CAROCP) officially adopted the National Career Development Guidelines, developed as a project by the National Occupational Information Coordinating Committee (NOICC) in 1987. The National Career Development Guidelines provide specific guidelines to strengthen and improve comprehensive, competency-based career counseling, guidance and education programs. The guidelines provide indicators of outcomes and competencies and present an implementation process that encourages flexibility, involves stakeholders, builds upon existing program strengths and stimulates coordination with other organizations. The process presents evaluation as an essential element in the ongoing refinement and revitalization of career development programs.

The National Career Development Guidelines help ROCPs strengthen career development programs, enhance student and client achievement, adopt state and local career development guidelines, revise career development programs and improve career development through structured evaluation. The Guidelines incorporate professional consensus in three main areas:

Student and Adult Competencies. Recommended outcomes and competencies are organized around self-knowledge, educational and occupational exploration and career planning.

Organizational Capabilities. The structure and support needed to deliver quality career development programs, including administrative commitment facilities, materials and equipment.

Professional Competencies. The knowledge, skills and abilities needed to deliver effective career development programs.

The National Career Development Guidelines may be ordered by:

Phone 1-888-700-8940 or 1-206-870-4860

Fax 1- 206-870-3787

E-mail ntsc@hcc.ctc.edu

Web <http://www.learningconnections.org/ntsc.htm>

Job Placement

A key element in the success of any ROCP is the number of students successfully obtaining gainful employment, those who remain gainfully employed, and those who go on to advanced training as a direct result of ROCP instruction. Some ROCPs emphasize instruction in job seeking and retention skills for placement rather than job development. Some ROCPs provide formal job placement services and most depend heavily upon instructors, through their industry contacts, as the key players in efforts designed to aid students in job placement. Some ROCPs employ job developers to provide employment opportunities for students. (See Instructional Program chapter).

WHO ROCPs SERVE

California Education Code §33080 states the purpose of the public education system is:

Each child is a unique person with unique needs, and the purpose of the educational system of this state is to enable each child to develop all of his or her own potential.

Admission of pupils to ROCP is limited by law to the degree contained in the following California Education Code sections:

§52314. Admission of pupils (a) *Except as provided in subdivision (b), any pupil **eligible to attend a high school or adult school** in a school district subject to the jurisdiction of a county superintendent of schools operating a regional occupational center or regional occupational program, and who resides in a school district which by itself or in cooperation with other school districts, has not established a regional occupational center, or regional occupational program, is eligible to attend a regional occupational center or regional occupational program maintained by the county superintendent of schools. Any school district, which in cooperation with other school districts maintains a regional occupational*

center, or regional occupational program, or any such cooperating school districts may admit to the center, or program, any pupil, otherwise eligible, who resides in the district or in any of the cooperating districts. Any school district, which by itself maintains a regional occupational center, or regional occupational program, may admit to the center, or program, any pupil, otherwise eligible, who resides in the district. No pupil, including adults under Section 52610 shall be admitted to a regional occupational center, or regional occupational program, unless the county superintendent of schools or governing board of the district or districts maintaining the center, or program, as the case may be, determines that the pupil will benefit therefrom and approves of his or her admission to the regional occupational center or regional occupational program.

A pupil may be admitted on a full-time or part-time basis, as determined by the county superintendent of schools or governing board of the school district or districts maintaining the center, or program, as the case may be.

(b) No pupil shall be eligible to be admitted to a regional occupational center or program, nor may his or her attendance be credited to a regional occupational center or program, until he or she has attained the age of 16 years, unless the pupil meets one or more of the following conditions:

(1) The pupil is enrolled in grade 11 or a higher grade.

(2) The pupil received a referral and:

(A) The pupil is referred to a regional occupational center or program by a school counselor, school administrator, or classroom teacher. The referral shall include a written statement of the reasons why the pupil's educational needs cannot be met without the pupil being enrolled in a regional occupational center or program.

Pupils under 16 years of age eligible for enrollment in regional occupational centers and programs under this paragraph include, but are not necessarily limited to, pupils for whom there is a high probability that they will leave school prior to graduation.

(B) The referral is reviewed and approved by the principal of the school in which the pupil is enrolled.

(C) The referral is reviewed and approved by the director of the regional occupational center or program to which the pupil has been referred.

(D) The pupil is enrolled in a high school, which, for purposes of this requirement, means a school that maintains any of grades 9 to 12, inclusive.

(3) *The pupil's individualized education program adopted pursuant to the requirements of Chapter 2 (commencing with Section 56300) of Part 30 prescribes occupational training for which his or her enrollment in a regional occupational center or program is deemed appropriate.*

(c) *Each school district, county superintendent of schools, or joint powers agency which maintains a regional occupational center or regional occupational program shall submit to the State Department of Education, at the time and in the manner prescribed by the Superintendent of Public Instruction, the enrollment and average daily attendance for each grade level and the enrollment and average daily attendance for each exemption set forth in subdivision (b).*

The State Department of Education shall submit this information to the Legislature and to the Director of Finance by April 1 of each year for the preceding school year.

§52314.5. Admission of youths age 16 to 18 not attending high school

A regional occupational center or program established and maintained by a county superintendent of schools, school districts, or joint power agencies pursuant to Section 52301 shall admit youths between the ages of 16 to 18 years who are eligible to attend a high school in a school district, but who have not been enrolled on a full-time or part-time basis for a period of more than three months during the regular school year, on the same basis as, and applying the same criteria for admission as would be applied to, any pupil enrolled in a high school in a school district who is eligible to attend the regional occupational center or program.

It is the intent of the Legislature that pupils admitted to a regional occupational center or program under this section shall be encouraged to return to high school in order to acquire the knowledge and skills necessary to prepare them for adult life.

§52314.6. Admission of pupils under 16 years of age

The average daily attendance claimed for pupils under 16 years of age enrolled in a regional occupational center or program pursuant to paragraph (2) of subdivision (b) of Section 52314 shall not exceed 3 percent of the average daily attendance funded in the prior year for the center or program, or the following amount, whichever is greater:

(1) Divide the enrollment of pupils under the age of 16 years in the regional occupational center or program in the 1982-83 fiscal year by three.

(2) Multiply the amount computed pursuant to paragraph (1) by 0.25.

§52315. Admission of certain impaired persons

Any visually impaired, orthopedically impaired, or deaf person who is not enrolled in a regular high school or community college program may attend a regional occupational center or regional occupational program on the same basis as a high school pupil. Additional special instruction and support services shall be provided to these persons.

If the Superintendent of Public Instruction determines that there would be a duplication of effort to these impaired persons if a regional occupational center or regional occupational program provided services to them, in that other programs exist that are available to them, the superintendent may disapprove of the curriculum to provide programs to these impaired persons pursuant to Section 52309 and of any state funding made available pursuant to Section 41897 for these purposes.

All students are to be served and the following labeling of students into categories are the categories generally used in specific programs with specific additional available funding for services.

Persons With Disabilities:

Refers to individuals of any age with disabilities who, because of the disability, require special assistance (adaptive devices, equipment, a modified environment, or specialized training) in order to reach their goals. Individuals may be defined as having a disability if they are viewed as having one by others, or if they view themselves as having a disability. Persons with a disability may be grouped according to the severity of their disability: mild, moderate, or severe. This is the manner in which the State Department of Rehabilitation classifies its clients. They may also be grouped according to the length of time the disability is anticipated to be present: temporary, permanent, or progressive. Finally, from an educational standpoint, individuals with disabilities may be grouped (for reporting purposes only) into four program classifications based upon the *California Master Plan for Special Education*:

1. *A communicative disability* (deaf, deaf-blind, hard of hearing, aphasia, language and speech problems)

2. *A physical disability* (blind, visual impairment, orthopedic impairment, health impairment)
3. *A teaming disability* (learning disability, dyslexia, behavior disorder, auditory or visual processing problem)
4. *A severe disability* (developmental disability, mental retardation, autism, serious emotional disability).

State regulations require that school systems, not ROCPs, bear special responsibilities for transportation of students with disabilities to and from education programs. When placement in a public or private residential program is necessary, the school district and state have joint responsibility for the costs of program, non-medical care, room and board, and transportation.

In 1974, legislation was passed permitting ROCPs to receive special apportionment funds for services provided to:

"Any visually impaired, orthopedically impaired, or deaf person who is not enrolled in a regular high school or community college program may attend a regional occupational center or regional occupational program on the same basis as a high school pupil. Additional special instruction and support services shall be provided to these persons..."

The revenue provided through the J-22 reporting is to cover the extra expenses incurred by ROCPs in educating these students. (Reference Business Services chapter).

Special Education Students

Special education students are those who have been identified by an educational agency as having a disability, which requires services, beyond the regular educational program, in order to receive an appropriate education.

ROCPs can play a significant role in meeting the specific educational needs for secondary special education students as appropriate. ROCP staff should be involved in the Individual Educational Program (IEP) or Individualized Transition Plan (ITP) development in order to provide the most suitable and effective training and support services for the student. These services may include: comprehensive assessment, adaptation of instruction, placement in supportive employment, and guidance and counseling to facilitate the transition from school to post-school employment. Ways in which ROCPs provide instructional programs for the disabled are described in the Instructional Program chapter.

Special Populations (Perkins Act of 1998)

The term "special population" means:

1. Individuals with disabilities (as defined in the American Disabilities Act of 1990);
2. Individuals from economically disadvantaged families, including foster children;
3. Individuals preparing for nontraditional training and employment;
4. Single parents, including single pregnant women;
5. Displaced homemakers meaning an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills or has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest child will become ineligible to receive assistance under part A of the title IV of the Social Security Act not later than 2 years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or up-grading employment;
6. Individuals with other barriers to educational achievement, including individuals with limited English proficiency* meaning a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language and whose native language is a language other than English, or who lives in a family or community environment in which a language other than English is the dominant language.

**also referred to as English Language Learners (ELL) or English Learners (EL)*

ROCPs must develop procedures whereby they actively identify whether enrollees are economically and/or academically disadvantaged so that they receive the most appropriate services and training. Good articulation procedures with schools of residence of prospective ROCP students, as well as specially designed recruitment techniques for reaching special populations, are important.

Students At Risk

Two sections of the Education Code reference ROCPs' role in working with high-risk youth. Section 52314 (b) deals with the eligibility of students under 16 years of age to enroll in ROCPs and indicates as one of the conditions, "Pupils for whom there is a high probability that they will leave school prior to graduation." Section 52314.5 refers to the admission to ROCPs of youths age 16 to 18 not attending high school for the purpose of attracting them back to school.

The School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act was enacted in 1985. Education Code Sections 54723 and 54728 refer directly to ROCPs. Section 54723 allows a school district to use funds allocated to ROCPs and Section 54728 limits the use of the allocated funds to preparing individuals for employment. A school district or school must apply to the state to operate under the provisions of this article. It is important for ROCPs to know if any of their associated schools have made such an application and what plans have been established that include or refer to the ROCP.

Under California Education Code §54721 Definitions

"High-risk pupils" are those pupils who are susceptible to frequent absenteeism, truancy, or tardiness, or who have the potential to dropout from school for, among other factors, pregnancy or marriage, financial needs, dislike of schools, classes, or teachers, lack of basic skills, disciplinary problems, low self-esteem, emotional or physical problems, or feelings of alienation."

County Community Schools

ROCP services are also available by agreement to students in County Community Schools.

§ 1980 Maintenance by county board of education

A county board of education may establish and maintain one or more community schools.

§ 1981. Enrollment of pupils

The county board of education may enroll in a community school pupils who are any of the following:

(a) Expelled from a school district for any reason other than those specified in subdivision (a) or (c) of Section 48915.

(b) Referred to county community schools by a school district as a result of the recommendation by a school attendance review board or pupils whose school districts of attendance have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school.

(c) (1) Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.

(2) On probation or parole and not in attendance in any school.

(3) Expelled for any of the reasons specified in subdivision (a) or (c) of Section 48915.

(d) Homeless children.

§ 1981.2. Homeless children defined

For purposes of this chapter, the term "homeless children" means either of the following:

(a) A school aged child who lacks a fixed, regular, and adequate night time residence.

(b) A school aged child who has a primary nighttime residence that is any of the following:

(1) A supervised publicly or privately operated shelter designed to provide temporary living accommodations.

(2) An institution that provides a temporary residence for individuals intended to be institutionalized.

(3) A temporary, makeshift arrangement in the accommodations of other persons.

(4) A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

§ 1982.5. Apportionment; Pupils enrolled in juvenile court schools

Notwithstanding subdivision (b) of Section 1982, for purposes of making apportionments from the State School Fund, pupils enrolled in juvenile court schools because they were expelled pursuant to subdivision (a) of Section 48915 shall be deemed the same as pupils enrolled in county community schools pursuant to subdivision (a), (b), or (d) of Section 1981.

§ 1983. Courses of study; classes and programs

(a) Pupils enrolled in county community schools shall be assigned to classes or programs deemed most appropriate for reinforcing or reestablishing educational development.

(b) Such classes or programs may include, but need not be limited to, basic educational skill development, on-the-job training, tutorial assistance, independent study requirements, and individual guidance activities.

(c) An individually planned educational program based upon an educational assessment shall be prescribed for each pupil.

(d) The course of study of a county community school shall be adopted by the county board of education and shall enable each pupil to continue academic work leading to the completion of a regular high school program.

§ 52317. Admission of persons including nonresidents to attendance areas

The governing board of any regional occupational center or program operated by a joint powers agency, a single district, or a county superintendent of schools maintaining a county regional occupational center or program, may admit to its

programs or classes, on a full-time or part-time basis, any person who can benefit from the program or class, including a person who does not reside in the attendance area of the center or program, if there are openings in the program or class. For purposes of this section, an interdistrict attendance agreement shall not be required for out-of-district enrollments.

Under no circumstances shall any person be enrolled in a regional occupational center or program pursuant to this section in a manner which contradicts delineation of function agreements..."

Section 52314 places responsibility upon ROCP officials to determine which "pupil will benefit" from admission. It therefore makes assessment of student potential a needed part of the admission process. ROCPs use a variety of formal and informal assessment procedures including previous attendance record in school, grades in pre-requisite courses, counselor recommendation based upon previous courses, and results of career assessment instruments.

Services are also provided to special education, at-risk, and disadvantaged high school students. Adults enrolled in an ROCP class and CalWorks participants can also be assessed either through agency or self-referral. Assessment is individualized and based on the needs and abilities of each student/adult. Students who are severely disabled, hearing impaired, visually impaired or who request such service may be given different/additional assessments to determine interests and aptitudes.

Requesting Waivers for Enrollment of Students Under Age 16

California Education Code §33050 gives information regarding the procedure by which a request is forwarded to the State Board of Education to waive all or part of any section of the California Education Code, except sections as are noted in §33050. The following State Board of Education Policy outlines the guidelines to evaluate enrollment requirements specified in §52314(b) for ROCPs requesting waivers for enrollment of students under the age of 16:

1. The ROCP must have reached its ADA cap as reflected in the prior years annual apportionment, and;
2. The ROCP must have a reasonable expectation that it will meet its ADA cap in the current fiscal year, and;
3. The percentage of ADA that constitutes student under the age of 16 is limited to 10 percent of the ADA funded in the prior year Annual Apportionment, and;
4. All youth under the age of 16 in grades 9 or 10 must be referred to the ROCP by a school counselor, school administrator or classroom teacher to be considered for enrollment in the ROCP, and; there must be a written statement, by the person making the referral explaining why students educational needs cannot be met

- without enrolling in the ROCP, and; The referral must be approved in writing by both the school principal and the director/superintendent of the ROCP, and;
5. Students must be enrolled in a career technical education pathway, and;
 6. The student is at risk of dropping out of school.
 7. In addition to the above criteria, the individualized education plan for individuals with special needs, adopted pursuant to §52300 must prescribe enrollment in a ROCP.

CIVIL RIGHTS

The Office for Civil Rights (OCR), in the US Department of Education, enforces five Federal statutes that prohibit discrimination in education programs and activities that receive Federal financial assistance. The civil rights laws enforced by OCR extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums that receive U.S. Department of Education funds. Such programs or activities may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment.

The Federal statutes include:

- * Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964. Under Title VI, race and national origin discrimination, possible areas for complaints include such issues as ability grouping, access to alternative-language services by English-language-learners, disciplinary actions, student assignment policies (including assignment to gifted and talented programs), interdistrict student transfers, school desegregation, racial harassment, and academic grading.
- * Sex discrimination is prohibited by Title IX of the Education Amendments of 1972. Under Title IX, sex discrimination, possible areas for complaints include such issues as sexual harassment, and treatment of students who are pregnant.

Discrimination on the basis of disability is prohibited by Section 504 of the Rehabilitation Act of 1973, and, Title II of the Americans with Disabilities Act of 1990 (referred to as ADA). It also prohibits disability discrimination by public entities, including public school districts, public colleges and universities, public vocational schools, and public libraries, whether or not they receive Federal financial assistance, and the Individuals with Disabilities Education Act Amendments of 1997 (referred to as IDEA).

Discrimination against students on the basis of disability is prohibited in education programs or activities that receive Federal financial assistance. Section 504 of the Rehabilitation Act of 1973 requires that: "No qualified disabled person shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance." The Section 504 regulation requires a recipient operating federally funded public secondary education programs to provide a "free appropriate public education" (FAPE) to each qualified person with a disability, regardless of the nature or severity of the disability.

IDEA specifically addresses changes under "vocational education" that includes an expanded definition of vocational education programs, special education instruction in vocational education, program options (including "variety" in vocational education offerings), and transition services and IEP content requirements.

Under Section 504, Title II, and IDEA, possible areas for complaints include such issues as accessibility of school facilities and programs, appropriate special education services, evaluation and placement of students who may need special education services, teaching students in the least restrictive environment consistent with their educational needs, suspension and expulsion of students with disabilities, academic adjustments and modifications, and auxiliary aids for students with impaired sensory, manual, or speaking skills.

- * Age discrimination is prohibited by the Age Discrimination Act of 1975.

Requirements to issue notices of nondiscrimination

Each federal statute contains requirements to issue notices of nondiscrimination. The following sample contains all required information and meets the minimum requirement of the regulations enforced by OCR:

The (Name of Recipient) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

*Name and/or Title
Address
Telephone No.*

ASSESSMENT & ACCOUNTABILITY

INTRODUCTION

Per Superintendent Delaine Eastin, "Given that there are now federal and state statutes with accountability provisions, the CDE is working to align state and federal requirements into a single state accountability system. At the same time, we strongly support the further development of local standards-based accountability systems. Continuous information from multiple assessments of students, including district and classroom assessments, will be essential to schools and districts in monitoring achievement growth, making instructional improvements, and implementing programs."

This section discusses the various components needed for Regional Occupational Centers and Programs accountability. Some components are mandated, some are excellent voluntary tools for assessment and data focus. Accountability is a combination of often interchangeable terminology that deals with the elements of student (and ultimately program) success. Sometimes the components require numbers and data collection and sometimes the components are narrative snapshots of program pieces. Always fundamental to the discussion is the underlying structure of measurable standards and competencies. Additionally, in ROCP this includes the use of industry standards, certificates of completion and Assessments in Career Education (ACE).

Biennial Review Process

CAROCP is currently working to revise the biennial review process. The goal is to insure that each ROCP take adequate time to review each course for effectiveness and to compile relevant data that demonstrates validity. This process is expected to be completed in the Spring of 2001. The Handbook will be updated at that time to reflect the new process.

California Education Code §52302 states:

(a) Every vocational course or program offered by a school district or districts or county superintendent or superintendents sponsoring a regional occupational center or program shall be reviewed every two years by the appropriate governing body to assure that each course or program does all of the following:

(1) Meets a documented labor market demand.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any course or program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing body shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local private industry council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code (now referenced as the Workforce Investment Board), which review and comments shall occur prior to any decision by the appropriate governing body.

(d) This section shall apply to each course or program commenced subsequent to the effective date of this section.

The review of all courses by the governing board can become an effective management tool when planning to revise, expand, or terminate a course. Given the rapid technology changes in some skill areas this requirement supports the active participation of advisory committees on a yearly basis to review and adjust course content and delivery.

CDE Compliance Reviews

The California Department of Education (CDE) is legally required to perform compliance monitoring of specially funded (federal) programs, including an Office of Civil Rights (OCR) review for Career Technical Education (Perkins funded programs). The OCR is a component of a larger CDE compliance process, the coordinated compliance review (CCR).

The goal of the Career Technical OCR is:

"to improve the role of career technical education in making California and the United States more competitive in the world economy and to increase individual options for students by developing more fully the academic and occupational skills of all segments of the population and to ensure equal access, full participation, and nondiscrimination in high quality educational programs and in employment practices for all individuals, regardless of race, color, gender, disability, or national origin."

The following seven topics are key dimensions of the OCR:

1. Standards, Assessment, and Accountability
2. Teaching & Learning
3. Opportunity
4. Staffing & Professional Growth
5. Parent & Community Involvement
6. Governance & Administration
7. Funding

All LEAs are on a four-year cycle for CCR/OCR. Based on the review cycle, one fourth of California LEAs are notified during the month of May that they will be scheduled for a review one year after a preparation year.

ROCP Model Practices

CAROCP, in collaboration with CDE, has developed a tool for self-review and identification of model practices. Model practices offer examples of ways to provide excellent program practices. By reviewing proven practices, processes, and structures, other ROCPs may find ideas for establishing or refining their own programs.

A model practice has the following characteristics:

- * Demonstrates exemplary and replicable qualities
- * Meets needs of the local community
- * Offers relevant, coherent curriculum that reflects industry and state standards, as well as career preparation standards
- * Links learner goals to program accountability
- * Includes all stakeholders in leadership and planning
- * Incorporates curriculum and instruction that best meets the needs of the students

The Model Practices document attempts to articulate standards for ROCPs and reward the variety of ways in which programs exemplify effective practice. Quality indicators are established in two broad categories: (1) Instructional Program and (2) Leadership and Administration, or organizational systems. For a copy of *Model Practices: A Tool for Self Review and Identification of Model Practices* contact the CDE Office of Regional Occupational Centers and Programs at (916) 322-5050. Information is also available on the CAROCP web site at

<http://www.carocp.org/>

WASC ACCREDITATION

The Accrediting Commission for Schools, Western Association of Schools and Colleges Accreditation (WASC), has a new (1997) protocol for accrediting schools entitled *Focus on Learning* including an edition developed to enable ROCPs to engage in the self-study, evaluation, and accreditation process provided by WASC. (The first accreditation instrument specifically written for ROCP was developed in 1983 in cooperation with CAROCP and the Accrediting Commission for Schools.)

The basic concepts addressed in this process focus upon student success in meeting expected school wide learning results (i.e., what each student should know, understand and be able to do upon exit from the school, or by the time the student completes the planned program). They are:

1. How are the students doing with respect to the expected school wide learning results?
2. Is the school doing everything possible to support high achievement of these results for all its students?

Specifically, schools will be assessed against the following four categories of criteria:

- * Organization for Student Learning
- * Curriculum and Instruction
- * Support for Student Personal and Academic Growth
- * Resource Management and Development

The accreditation process is a perpetual cycle of assessment, planning, implementing, monitoring, and reassessment (self-study, visit, and follow-up). During the year prior to the visit a school clarifies or redefines its expected school wide learning results and begins the formal self-study process that assesses the actual student program with respect to the criteria. The self-study process culminates in the development of a 3-5 year school wide action plan. The completed school report is sent to the visiting committee members for careful study at least four-five weeks prior to their spring visit. Using the results of the visit, the school modifies and implements its action plan in this ongoing cycle of improvement.

The process is a rigorous one and lends itself to an excellent in-depth study and analysis of the ROCP within the school community. For information regarding *Focus on Learning*, the *1997 Regional Occupational Centers and Programs Accreditation Manual*, contact:

WASC
Accrediting Commission for Schools
1606 Rollins Road
Burlingame, CA 94010
(650) 696-1060
<http://www.wascweb.org/>

PROGRAM OVERVIEW - Data Collection

The following section cites the relevant general information relating to mandates for collecting specific data for CalWORKs, Performance-Based Accountability (PBA), Carl D. Perkins, ROCPs Title V Regulations, and Workforce Investment Act (WIA). The CDE Office of Regional Occupational Centers and Programs is working to align state and federal requirements into a single state accountability format, which will be described following the general information on all programs that is provided below.

CalWORKs

The California State Budget Act annually provides funding for ROCPs for the purposes of providing instructional and supportive services for CalWORKs eligible members. Funds are also provided for the CDE to continue activities related to the development of a data collection system to obtain information on education and job training services provided to welfare recipient students and those in transition off of welfare through ROCPs.

ROCPs provide education and job training support services, based on the county wide Instructional and Job Training Plan (IJTP), which may include guidance and counseling, training assessment, transportation to the classroom or training site, job readiness training, post employment support and follow-up services. (Contents of the IJTP are delineated in EC §10200).

PBA System Reporting Procedures (Title V Regulation 19601)

- (a) All students who enroll in any work force preparation program as defined in subdivision (e) of Section 19600 that is offered by school districts, county offices of education, or regional occupational centers/programs shall be provided a copy of the PBA Privacy Notice and Student Consent Form (June 1998) at the time of enrollment.
- (b) The work force preparation program administrator, or his or her designee, shall obtain from each enrolled student a signed PBA Privacy Notice and Student Consent Form (June 1998) that indicates the student's choice of whether to authorize or not authorize release of his or her social security number and other personal data to the California Department of Education for transmission to the SJTCC or its agent for use in the PBA System. If any student declines to sign the PBA Privacy Notice and Student Consent Form (June 1998), the program administrator, or his or her designee, shall fill in the student's name and, in the space for student signature, write "declined" or words to that effect.

- (c) For each student who agrees to participate in the PBA System, and who has attended classes for 20 or more course hours, the work force preparation program administrator, or his or her designee, shall compile the information required on the PBA Student Data Profile (June 1998).
- (d) On or before August 31 of each year, the superintendent of the school district or county office of education, or the administrator of the regional occupational center/program, or his or her designee, shall report the personal information required on the PBA Student Data Profile (June 1998) for each student enrolled in the prior school year who has agreed to participate in the PBA System and shall certify to the best of his or her knowledge and belief that the information being reported is accurate and complete.
- (e) Each signed PBA Privacy Notice and Student Consent Form (June 1998), whether the student authorized or did not authorize release of personal data, shall be retained by the school district, county office of education, or regional occupational center/program pursuant to the requirements of the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g) and Chapter 6.5 of Part 27 (commencing with section 49060) of the California Education Code.

The Carl D. Perkins Vocational and Technical Education Act of 1998

The Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332) was signed into law on October 31, 1998 and came into effect on July 1, 1999. "Perkins III" establishes some significant changes from the 1990 Act.

- * Previous set-asides for Single Parent/Displaced Homemaker and Elimination of Sex Bias/Sex Equity have been eliminated. These categories have now been added to the definition of "Special Populations". "Special Populations" means individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.
- * Secondary (Section 131) and Postsecondary (Section 132) allocations have increased from 75% of the total State grant to 85% of the total State grant. There is no longer a targeting requirement to a limited number of sites or to a limited number of program areas. Increased local flexibility will determine the program(s) to be assisted with Perkins funds.

of program areas. Increased local flexibility will determine the program(s) to be assisted with Perkins funds.

- * The Act requires the establishment of a State performance accountability system to assess the effectiveness of the State in achieving statewide progress in vocational and technical education.
- * One of the required uses of funds at the local level is to develop and implement evaluations of the vocational and technical education programs, including an assessment of how the needs of special populations are being met.

"Perkins III" is built around the integration of career technical and academic competencies. The core indicators of performance, which must be reported by grantees, reflect that. Not only must the grantees measure these indicators, they must also meet performance levels negotiated with the federal government. A state's performance on the core indicators can have a positive or negative impact on its future funding for Perkins and other programs. These core indicators include:

1. Student attainment of challenging State established academic, and vocational, and technical proficiencies
2. Student attainment of a secondary school diploma or its equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential
3. Placement in, retention in and completion of a postsecondary education or advanced training, placement in military service, or placement or retention in employment
4. Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment

The administration of the Perkins program is the responsibility of the Standards and High School Division. Division Director, Patrick Ainsworth, serves as the State Vocational Education Director. Lee Murdock, Consultant, has responsibility for Perkins funding information and is available at (916) 445-5736. Current information is available at:

<http://www.cde.ca.gov/perkins/index.html>

ROCPs Evaluations (Title V Regulation 11506)

"Each Regional Occupational Center or Regional Occupational Program shall submit to the Department of Education in such detail, at such time, and in such manner as the Department of Education deems necessary, an evaluation of the Regional Occupational Center or Regional Occupational Program. This evaluation shall include but not be limited to the following information:

- (a) Analysis of the cost of individual centers, programs, and services*
- (b) Enrollments defined in terms of high school students, post-high school students, and adults*
- (c) Number of trainees employed in specific entry-level occupations*
- (d) Number of trainees continuing training in other institutions*
- (e) Dropout rates and placement data*
- (f) Activities pursuant to Education Code Sections 52305(c), 52306 and 52307"*

Workforce Investment Act (WIA)

Federal legislation points to the need for performance measurement using a common approach across programs. Under the federal Workforce Investment Act (WIA), every state needs a means of measuring outcomes across workforce development programs in order to negotiate performance levels effectively. California is one of a few states already developing such a system. The guidelines of the PBA legislation, and coordinated efforts of the PBA partner agencies, have positioned California very well for the transition to this era of workforce development systems, continuous improvement, and performance accountability.

Local Accountability

Various requirements and responsibilities for local accountability are in the California Education Code and Title V Regulations. A sample of the variety is listed here:

- * Most notable are: a) EC §41020 requirement for an annual audit, b) §1240 County Superintendents of Schools general duties and reports, and c) §1245 County Superintendents of Schools additional reports as required.
- * Governing boards must review and approve annual budgets, and review course offerings.
- * Credential verification must be reported annually.
- * Local advisory committee minutes are to be maintained on site.

Required Data

In the past, reporting to the CDE has included separate submission of data on enrollment (VE-80B), program completer follow-up (VE-80C), and CalWORKs as well as PBA (data elements). These various documents all related to various mandated data collection (EC §8007, §10600, §33404) and were submitted at various deadlines. The CDE Office of Regional Occupational Centers and Programs is working to align these documents into an integrated electronic accountability format with two submittal dates beginning in fiscal year 2001-2002. For the fiscal year 2000-2001 transition will occur as follows:

- * Enrollment (VE-80B) data submitted on a transition form, CDE 101-E1, submitted August 31, 2000.
- * CalWORKs and PBA (data elements) submitted per usual, due August 31, 2000.
- * Program completer follow-up (VE-80C) data submitted on a transition form, CDE 101-E2, submitted March 31, 2001.

The integrated electronic accountability format with two submittal dates (as above, August and March) begins in fiscal year 2001-2002 and will contain data elements as listed on "Performance Based Accountability, CalWORKs and Perkins Data Elements Record Layout" table. All required forms follow.

Appendix A

HISTORY OF ROCPs

This section describes the general growth of vocational education in California and the emergence of the regional occupational centers and programs in particular, from the mid-1850's through 1988. It is important to note that as there are few works on this subject, much of the material on the early years is drawn from A History of Vocational Education in California: 1900 - 1975 by Wesley P. Smith (1979). More recent history is supported by the California Education Code, various state-level budget and operations documents, and published works.

The Beginnings of Vocational Education (1850's to 1960's)

Organized efforts for vocational education in California have been recorded as far back as 1854 with the creation of the Mechanics' Institute "dedicated to the accumulation of library materials pertinent to the mechanic's craft; the dissemination of the lore through series of lectures; the staging of annual industrial exhibits; and the organization of classes in such areas as drawing, mathematics, wood carving, and metalwork" (Smith, 1979, p.2). At that time public education consisted of the "grammar grades" only, since it was the common belief that vocational education took place on the job and not in the public schools. The movement towards vocationally oriented schooling began in the latter part of the century, with the opening of the Cogswell Polytechnic College in 1888 and the California School of Mechanical Arts in 1895.

By the turn of this century a rapid growth of high schools continued, along with their inclusion of courses in the "manual arts". Though most of the education at this time was tailored by the University of California (the university having decided in 1884 that students who graduated from accredited schools could enter the university without further examination), there was a keen interest in the practical uses of a high school education. Mark Keppel, then the Los Angeles County Superintendent of Schools, said in a 1905 policy statement:

The high schools of our county are doing a great work, but they are not doing the work they could do and ought to do. Their work is shaped to meet the requirements of the State University, notwithstanding the fact that less than one-fourth of those who attend the high schools can ever reaches the university. The high school ought to fit people for life. This ought to be the aim of the high school, and fitting for the university ought to be the result of this and not the beginning and the end of it. If the high schools are to do their duty to the children, they must give an increasingly large share of their time to commercial, industrial, and technical training. (Smith, 1979, p.6)

In 1912 the state education agency was reorganized and a new position, that of Commissioner of Industrial and Vocational Education, was filled by Dr. Edwin R. Snyder. Dr. Snyder reported in 1914 on the condition of vocational education in California:

1. Vocational education was largely unorganized and had no uniform pattern of objectives or outcomes.
2. A need existed to advertise the program, to preach the gospel of vocational education.
3. A philosophical problem existed of differentiating between *cultural* education and *vocational* education.
4. *Economic conditions made it imperative for youth to go to work early, but too little was being done to fit youth for work.*
5. *A general attitude existed that vocational education was both narrowing and limiting opportunities. (Smith, 1979, p.9)*

Significant changes were made in the next several years to correct these problems. When the federal government enacted the Smith-Hughes Act (Public Law 64-347) in 1917, California moved quickly to accept it. The difficulties associated with entry into World War One served as the impetus for the Smith-Hughes Act, though the effects of this legislation lasted far beyond the war. The main effect of this new legislation was the federal matching of state monies for occupational education in addition to requirements on data collection and reporting.

Total statewide enrollment in vocational education courses increased seven fold in the ten-year span 1920-1930. Courses were offered in the three broad areas designated by the Smith-Hughes Act: agriculture, trades and industries, and home economics. The University of California, and several teachers' colleges, began programs of pre-service and in-service training for vocational instructors. While the state's policy was to integrate vocational classes into the regular high school setting, demand soon stimulated expansion of offerings into both new curriculum areas and evening class times.

The inauguration of the first recorded state advisory committee in a vocational subject (aeronautical education) is documented in 1929. The George-Reed Act of 1929 augmented the funding of the original Smith-Hughes legislation, allowing for an increase of over 20% in statewide vocational educational enrollments. New acts were adopted by federal legislators throughout the next several years (the George Ellzey Act of 1934 and the George Dean Act of 1937) adding to the available federal funding for vocational education. The depression of 1930 to 1940 resulted in a steady increase in vocational education programs.

The war years of 1940 to 1950 moved California's vocational education back into the arena of providing skilled wartime laborers. The federal War Production Training Act of 1940 served as the impetus for much of this coursework, emphasizing "short, intensive instruction conducted at any time, day or night" (Smith, 1979, p.28). This statute produced the first five-year plan for vocational education (for 1942 - 1947) and stimulated a new all-time high in enrollments. Though confusion was evident following the war, enrollment quickly increased as the decade ended, spurred on by the funding opportunities of the G.I. Bill of Rights. New federal legislation, in the form of the George-Barden Act (the Vocational Education Act of 1946), nearly doubled the support previously provided for vocational programs. The net result was an increase of over 150 percent in enrollments during the ten-year period, more than any other state in the union.

Unlike the previous three decades the years from 1950 to 1960 were accompanied by retrenchment in both enrollment and activity. According to Smith, a reduction in the need for laborers with specialized training, along with a booming economy and record growth, depressed the need for vocationally oriented education. It is important to note, however, that it was during this period that California first studied, and then enacted, legislation allowing for the granting of high school program credit for work experience education. Federal legislation moved from broad-based funding increases to allocations geared towards particular ends, such as the Health Amendments Act of 1956 (which was to increase the number of adequately trained professional and practical nurses) and the National Defense Education Act of 1958 (to train "technicians" essential to "national defense"). During the latter part of this decade an event occurred having far reaching implications. The issue arose in San Jose, which had long operated a technical high school as a separate vocationally oriented institution. Though the school was still viable and well supported, enrollment had declined to the point where the San Jose school board considered closing it. A comprehensive study concluded that the community would be better served by turning the facility and staff into a district wide vocational education center with students from all across the district coming to the center for part-time training in vocational subjects. The restructuring of this school, and similar changes in other districts throughout the state, served as the seed from which California's Regional Occupation Centers grew.

During the 1960's vocational education both in California and the nation literally grew dramatically. Three pieces of federal legislation significantly impacted the course of vocational programs. The first was the Manpower Development and Training Act of 1962 (Public Law 87-415). This act allocated federal funds for the training of hundreds of thousands of low-skilled workers through contracts with school districts and private schools, administered by the State Employment Agency and the State Vocational Education Service. This attempt at reducing unemployment by focusing on disadvantaged and undereducated individuals succeeded in training large numbers of persons but failed in its original mission of reducing unemployment. The number of individuals seeking employment without the necessary background skills and knowledge continued to be unacceptably high.

The Vocational Education Act of 1963 (Public Law 88-210) sought to modernize and expand the scope of the original Smith-Hughes legislation. Vocational education would now be available to:

1. Persons attending high school,
2. Persons who had completed or left high school and who were available for full-time study in preparation for employment,
3. Persons who were in the labor market and who needed training or retraining, and
4. *Persons who had academic, socioeconomic, or other handicaps that prevented them from succeeding in the regular vocational education program.*

In addition, the Act provided for the construction of area vocational education school facilities, for ancillary services (such as evaluation, teacher training, curriculum development, experimentation, research, and leadership development), and for work-study programs in vocational education (Smith, 1979, p. 47). This was a significant departure from all prior program approaches. Rather than appropriating new funds along accepted program areas, the federal government was now actively sponsoring programs across many subject areas in a much more far-reaching way. Smith states that, "The intent of the new law was obvious. Vocational education opportunities should become universal - in allocations, for all persons, and for almost all occupations" (Smith, 1979, p.49).

Five years later congress passed the Vocational Education Act of 1968 (Public Law 90-576). Revisions in this law included the appropriation of more money (slightly more than one billion dollars per year, up from \$225 million in 1963); the creation of state advisory councils; and additional concentration on the training of the handicapped, disadvantaged, and "persons who had completed or left high school in preparation for entering the labor market" (Smith, 1979, p.51). These changes helped clarify some of the provisions of the 1963 Act as well as providing substantial assistance across all areas.

Early ROCPs (1963 to 1977)

California was quick to follow the federal lead. In 1963, new legislation was adopted allowing for the establishment of County-wide Vocational High Schools (Senate Bill 1379). This legislation created Section 7450, et al. of the education code, which, until 1976, would serve as the "home" for all regional occupational education statutory language. As adopted, the stated mission of the County-wide High School was:

To provide qualified students with the opportunity to attend a technical high school and enroll in a vocational or technical training program, regardless of the geographical location of their residence in a county. The Legislature hereby declares that a county-wide vocational high school will serve the state and national interests in providing vocational and technical education to prepare students for an increasingly technological society in which generalized training and skills are insufficient to prepare high school graduates for the many employment opportunities which require special or technical training and skills. The Legislature also declares the county-wide vocational high schools will enable a broader curriculum in technical subjects to be offered and will avoid unnecessary duplication of courses and expensive training equipment, and will provide a flexibility in operation which will facilitate rapid program adjustments and meeting emergency training needs as they arise. (EC § 7450)

Although financial incentives were provided in the form of a permissive local tax of fifteen cents for each one hundred dollars of assessed valuation, no sites were inaugurated. Wide ranging dissatisfaction with the concept of separate trade schools prevented their acceptance until, in 1965, the California Legislature changed the name to Regional Occupational Center (ROC). Financing changes adopted at this time made attendance at an ROC a legal substitute for regular school attendance in qualifying schools for apportionment funding of general school aid. With these modifications in place, the first ROC site began operations during 1967.

Amendments to the California Education Code in 1967 clarified the functions of an ROC as well as allowing for year-round programs and the inclusion of adults into the previously high-school only student base. Under the 1967 rules, a school district or county could form a ROC and have students from two or more high schools attend part-time vocational programs at the center. Since this was not always practical, especially in more rural locations, the mandate was broadened in 1968 to allow for both a ROC and a Regional Occupational Program (ROP). The ROP would operate in the same way as the ROC, except that multiple sites (instead of a single, centralized one) could be used. Multi-district plans were allowed, with two or more single school districts jointly cooperating and enrolling students in a single ROC or ROP venture. Governed by local boards responsible for everything from curriculum planning to budgetary management, three ROC/ROP organizational types were developed: (1) single district operations, (2) joint powers agreement (JPA), and (3) county operated. By 1969 three ROCs and fifteen ROPs were in operation throughout the state.

Rapid growth, mostly a result of the addition of the ROP provisions, moved the legislature in 1969 to adopt modifications aimed at more closely monitoring and regulating the ROCPs. An annual report was called for and, though not directly funded, was produced for the next several years. Growth continued with enrollment in the first half of the new decade rising 474.9 percent in sixty-five ROCPs between 1970 and 1975. With this explosive growth, legislative attention shifted from support and expansion of services to ways of controlling and maintaining program expansion.

In 1975 Senate Bill 199 placed a limit on state-level funding to ROCPs not to exceed 105 percent of the 1974-1975 allocations (Smith, 1979, p. 78). Financial records from 1974 indicate that, on the average, ROCPs obtained their funding from three major sources: 69.9% from state ADA reimbursements (which includes federal Vocational Education Act pass through jobs), 29.3% from permissive taxes, and less than 1% from other local and federal sources. Although the ROCPs could have moved towards a leaner mix from state ADA reimbursements, thus avoiding the 105 percent limitation, they were generally reluctant to pursue the permissive tax. Instead, most ROCPs accepted the limitation and worked to match their enrollments to the 105 percent level.

The next year saw a restructuring of the entire Education Code for the State of California. The sections dealing with ROCPs were renumbered from 7450 to 7466 to new numbers of 52300 to 52331. It was also at this time that state policy makers began to become less concerned with how ROCPs were organized and more interested in what results were being generated from their operation.

The Fiscal Years (1978 to 1982)

The five-year period of 1978 to 1982 produced extensive legislative reform and clarification for California's ROCPs. New laws focused on two major areas of concern. The first was the ways in which ROCPs accomplish their mission, what that mission should be, and how activities would be monitored. The second area centered on ROCP finances. Combined, these two areas of legislative interest more than doubled the size of the applicable California Education Code for ROCPs over this period.

1977 saw a significant addition to vocational education by allowing regional occupational centers and programs to add courses providing direct work experience (EC § 52372). "Cooperative education" allowed the ROCP to receive up to a maximum of one full day's Average Daily Attendance (ADA) allocation for each calendar day of student work experience. Guidelines were established that the ROCP and the employer had to conform to.

The Legislature also became interested in the outcomes from ROCP. A data collection and dissemination system already in place in the Department of Education was expanded (Van Zant, 1978), with an annual report mandated from the Department of Education and the Board of Governors of the Community College system. This report was to review the status of all statewide vocational education, detailing such factors as the functioning of ROCPs, the numbers of enrollees, graduates, and job placements. Although it provided only general information, this report began what was to become a trend toward accountability in statewide vocational education systems.

1979 heralded a reversal in ROCP funding levels. Limits were placed on the amount of revenue a regional occupation center or program could generate through its permissive taxing ability (EC, § 52317). While most ROCP income was already coming from state ADA reimbursements (EC, § 52321), this change signaled that lawmakers would no longer allow ROCPs the virtually unlimited expansion available in prior years. To facilitate accommodation to the revenue limits imposed, ROCP teaching time was made ineligible as credit towards permanent status (EC, § 44910), essentially keeping all ROCP teachers as temporary employees. ROCPs were also enabled to issue bonds for certain construction and capital expenses (EC, § 52319).

The only significant event of 1980 was the repeal of the permissive tax (EC, § 52317). Although this was not a significant component in most site budgets it did require re-planning and refocusing for all of the sixty-eight ROCPs then in existence. From this point forward, ROCPs would have to rely on ADA reimbursed revenue as their primary source of income. Sites were free to pursue other income sources, of course (e.g., federal grants and local business contracts), but these sources generally proved to be of little impact, accounting for less than 10% of overall ROCP revenue.

Fiscal cutbacks continued into 1981. Legislation was adopted restricting the amount of money ROCPs could recoup for student transportation costs. ROCP reimbursements were limited to one-third of 50% of the total transportation cost. Moreover, this amount would only be eligible for reimbursement if the total transportation cost for the ROCP exceeded 10% of the total ROCP budget (EC, § 41852). Optional provision was made for the ROCPs to recoup part of their transportation costs from the parents of some students being transported (EC, § 39807.5), though it is unclear to what extent this possibly unpopular option was exercised by local ROCPs. The intent of the legislation, is stated in the code:

It is the intent of the Legislature that the transportation provided by regional occupational centers or programs for which they receive state aid pursuant to section 41852, utilize, to the greatest extent possible, existing school buses and personnel.
(EC, § 41852.2)

Naturally, the workability of such a provision depends on the cooperation of local school districts. No longer able to provide reimbursable transportation to their students on their own, ROCPs were forced to make a difficult decision: cut their budget in other areas so as to maintain the current level of transportation, or make arrangements with local districts and/or county agencies for transportation at a rate less than what self-operation might cost. Either alternative would result in increased expense to the ROCP since neither would produce the previous level of reimbursement. Faced with this situation, ROCPs undertook a wide range of cooperative efforts with participating school districts to arrange for student transportation.

The following year (1982) produced legislative expansion of the basic ROCP mission. For the first time ROCPs were allowed to enroll out of school 16 to 18 year old students, treating them essentially the same (for funding purposes) as regular high school students (EC, § 52314.5). Additionally, pilot programs were undertaken in Los Angeles and Orange counties allowing up to ten percent of a site's students to come from outside the site's regular geographic service area (EC, § 52317).

Much of what occurred between 1980 and 1985 was closely linked to developments impacting the California educational system as a whole. The late 1970's represented a slowing of the growth of funding for all public education programs. The combination of a decline in enrollment, an increasing difficulty in passing bond elections (Wirt and Kirst, 1982), and judicial decisions such as *Serrano v. Priest* in 1974 (declaring the funding of public schools by local property taxes unconstitutional due to the inequitable distribution of resources) impacted ROCPs as much as the regular K - 12 system. Proposition 13, passed in 1978, "had the immediate effect of cutting real property tax revenues statewide by more than half" (Catterall and Brizendine, 1984), with the effect that local schools were now more than ever before dependent on state-level funding for basic operations. Rising standards for admission to the state's University system interacted with a downsizing instructional staff to increase class sizes and eliminate or redirect certain instructional programs. The combined effect on California's ROCPs was not only just a reduction in available funding, but also a change in the authority system controlling ROCP operations.

A Changing Mission (1983 to 1987)

The only significant modification to the California Education Code regarding ROCPs during 1983 shifted the ROCP education clientele more towards high school age students. Prior years ROCP's were authorized to adjust the mix of high school and adult students to accommodate all types of individuals desiring ROCP services. This ended when a 1983 requirement limited "growth" funding to support for expansion of services to 16 to 18 year old students (EC, § 52333). Some of this money was available to sites if they could demonstrate that they were unable to increase 16 - 18-year-old enrollments but did increase adult enrollments. The statement "assign the highest priority in services to youth from the age of 16 to 18 years, inclusive" was added to the code (EC, § 52302.5). An annual review by each school district governing board of participation from students in grades 11 and 12 was implemented, with the intent of preparing plans to increase participation of eleventh and twelfth graders (EC, § 52304.1).

This movement of ROCPs into the high schools continued into the next year with additional requirements and regulations governing the participation of high school students in ROCP sponsored cooperative education (paid on-the-job) and community classroom (unpaid on-the-job) programs (EC, § 51762, 51762.5, 51769, and 52317 (1984)). The pilot program started several years earlier in Los Angeles and Orange counties was successfully ended, with the result that all ROCPs could now enroll any number of students from outside of their regular service area. At the same time limits were imposed on which of the high school students could be served by an ROCP. Previously any high school student was eligible (with limitations on work-experience programs dictated by state labor laws). Now only students 16 years or older, or at least in the eleventh grade, or having a special referral from a school-site counselor could participate in ROCP program and be eligible for ADA reimbursements (EC, § 52314 (1984)). It appears that the legislature was using its funding prerogatives to direct ROCPs to service more and more high school - students, especially those eligible to leave high school. One possible reason for this is an attempt to reduce the dropout rate by making it advantageous for the ROCPs to actively solicit students from a specifically targeted group.

These changes appear to be a response to a situation, which had evolved over the years whereby essentially duplicate - funding could be achieved for high school students enrolled in ROCP vocational courses. The high school continued to receive full ADA reimbursement for the student while the ROCP would receive an additional ADA reimbursed limit for its services. Students were not "tracked" into either an academic or vocational line, but rather could partake of both. The legislature had moved to restrict this group of students to mostly juniors and seniors, though allowing each ROCP to enroll as many of these students as it could support.

ROCPs created in small districts and less populated areas were finding it extremely difficult to operate under the fiscal limits imposed through the prior years' legislation. The state responded to this need by allowing for a greater apportionment to "necessary small ROPs"; namely, those serving fewer than 350 ADA in the prior year (EC, § 52324.6). Using data obtained from the California Basic Educational Data System (CBEDS), this additional source of revenue was made available to those ROCPs who both qualified and made special application for the monies. The level of additional support was initially tied to "minutes of instruction", though it was later modified to be based on a "minimum number, of full-time equivalent certificated ROP employees" (EC, § 52324.6).

The restriction of funding to ROCPs continued into 1986. Following the lead set in the *Serrano* decision and the desire to maintain control of education spending the California Legislature enacted legislation that had the effect of establishing a set of formulas by which the total revenue available to each ROCP could be calculated (EC, §§ 52335.2, 52335.4, and 52335.5). This same methodology applied to funding for all public schools in California. While the special funding for necessary small ROCPs was not affected, the base revenue for 1986 could not exceed that which the site had generated during 1982-83 except as allowed for by a percentage annual inflation adjustment in the annual Budget Act. Provisions were made for growth, but were tied to a 1982-83 enrollment basis. Anticipating a possible budgetary shortfall, legislators included provisions for assigning priorities to funding categories and for allocating the total statewide resource among the operating ROCPs.

These calculations were modified somewhat in 1987 (EC, §§ 52335.25, 52335.4, and 63225.6), but the intent had become clear. No longer could California's ROCPs expand at any desired rate and still receive the same level of support for all students. Scarce state resources had to be distributed fairly and equitably across the state.

Financial records from this period indicate that the net effect of this legislation was reduced growth and a concurrent stabilization of funding to ROCPs, with only minor increases allowed in the annual Budget Bills. This resulted in a moderate expansion of the spending power of ROCPs when adjusted for inflation and total ADA served, increasing 7.2% in the period from 1978 to 1987. This expenditure growth was quite small when compared with the 35.4% increase in total education funding during the same period. ROCPs funding increased only about one-fifth as much as the average of all state K - 12 public programs. Placing constraints on fiscal resources did not, however, stabilize the programs or mission of the ROCPs. Rather, they encouraged ROCPs to approach both revenue development and expense-reduction on an ad hoc, expediency basis. The adoption of the Hughes-Hart Educational Reform Act of 1983, commonly known as SB 813, contributed further to the ROCP's change of mission. This new legislation forced schools into increasing the number of academic courses offered.

(Reviewer's note: This section to be up-dated to 2000.)

History at a Glance (1963-1988)

Regional occupational centers and programs have progressed from the original concept to a workable and viable part of the total educational system in California. Historically these stages of growth and refinement can be directly related to the additions, deletions, and modifications of the statutes. A summary of those actions follows:

- 1963 Senate Bill 1379 (Rees) - Countywide Vocational High Schools:
 - * Permitted any county superintendent or any high school district to establish and operate at least one countywide vocational high school.
 - * Included a 15-cent permissive tax for operation and construction.
- 1965 The 1963 statutes were amended, the title was changed to "Regional Occupational Center" (ROC):
 - * Added an authorization to count attendance for apportionment purposes.
 - * One ROC was created in 1967 under these provisions.
- 1967 Amendments added:
 - * Inclusion of adults.
 - * A more detailed description of the functions of an ROC.
 - * Provision for year-round programs.
- 1968 Amendments added:
 - * The Program Concept (ROP). Prior to 1968 only two ROCs had
 - * been established. Enacting the "program" concept attracted considerable attention, which resulted in 15 ROPs being inaugurated by the end of 1969.

1969 Amendments added:

- * The establishment of each new ROCP must be approved by the State Board of Education.
- * The curriculum shall be subject to the approval of the California Department of Education.
- * All ROCP courses must comply with the requirements and standards of the *California State Plan for Vocational Education*.
- * The State Board of Education must adopt rules and regulations establishing guidelines and criteria for differentiating between courses appropriate for ROCPs and those for high schools.
- * The California Department of Education must annually submit an evaluation of ROCPs for the preceding fiscal year.

1970 Prior to 1970, seventeen regional occupational programs and three regional occupational centers were inaugurated. During 1970, the State Board of Education, joined by participants from the field, developed suggested rules and regulations, thereby establishing guidelines for regional occupational centers and programs. The guidelines were adopted by the State Board of Education on April 15, 1971, and became part of the California Administrative Code, Title 5, 11500 - 11508. Following the provisions of amended statutes, an additional eight regional occupational programs were approved by the State Board of Education.

1971 Modifications were:

- * A change in Section 7451 (revised Ed. Code 52301) expanded the number of ways an ROCP could be established. An ROCP can be established by two or more high school districts through the use of the staff and facilities of a community college. In addition, a ROC can be established by a single district located in a class 1 county with an ADA of over 50,000 students.
- * The addition of Section 7455.5 (revised Ed. Code 52316) allows a school district to excuse a student from physical education if such attendance creates a hardship because of travel to an ROCP class. This reduces the minimum day for this student to 180 minutes.

1974 New legislation, Senate Bill 1865:

- * Stated that the Field Act does not apply to buildings used by private postsecondary schools.
- * Deleted restriction regarding permissive tax override for capital outlay purposes only.
- * Permitted visually handicapped, orthopedically handicapped, or deaf high school graduates to enroll in ROCPs on the same basis as high school pupils.
- * Permitted classes on Saturdays and Sundays.
- * Established that ROCPs are the employer for purposes of workers' compensation for students being trained in the community (County Operated). Specifies school district of residence shall be the employer where ROCP is operated by two or more school districts (JPA and Single District).

1975 Senate Bill 199 added:

- * Cap on enrollments in ROCPs.
- * Contracts between private post-secondary educational institutions and ROCPs are allowed.
- * Interdistrict agreements authorized.
- * Verified absences allowed for computing ADA (high school students only).

1977 Education Code Additions: § 52372

- * Allowing regional occupational centers and programs to add courses providing direct work experience.
- * Guidelines were established that the ROCP and the employer had to conform to.
- * A data collection and dissemination system mandated annual report detailing such factors as the functioning of ROCPs, the numbers of enrollees, graduates, and job placements.

1979 Education Code Additions: § 44910, § 52317, § 52319, § 52321

- * Limits were placed on the amount of revenue a regional occupation center or program could generate through its permissive taxing ability.
- * ROCP teaching time was made ineligible as credit towards permanent status essentially keeping all ROCP teachers as temporary employees.
- * ROCPs were authorized to issue bonds for certain construction and capital expenses.

1980 Education Code Additions: § 52317

- * Repeal of the permissive tax. From this point forward ROCPs would have to rely on ADA reimbursed revenue as their primary source of income.

1981 Education Code Additions: § 39807.5, § 41852

- * Restricted the amount of money ROCPs could recoup for student transportation costs.
- * Optional provision was made for the ROCPs to recoup partial costs from the parents of some students.

1982 Education Code Additions: § 52302.3, § 52314.5, § 52317

- * ROCPs were allowed to enroll out of school 16 to 18 year olds.
- * Pilot programs allowing up to ten percent of a site's students to come from outside the site's regular geographic service area.
- * Existing mandate for periodic review of courses expanded to include the input of local Private Industry Councils.
- * A new performance report was mandated.

1983 Education Code Additions: § 52302.5, § 52304.1, § 52333

- * Requirement limited "growth" funding to support for expansion of services to 16 to 18 year olds.
- * Assign the highest priority in services to youth from the age of 16 to 18 years, inclusive.
- * An annual review, by the governing board of each school district maintaining a high school, of participation from students in grades 11 and 12 was implemented.

1984 Education Code Additions: § 51762, § 51762.5, § 51769, § 52314, § 52314.5 § 52317

- * Additional requirements and regulations governing the participation of high school students in ROCP sponsored cooperative education (paid on-the-job) and community classroom (unpaid on-the-job) programs.
- * All ROCPs could now enroll any number of students from outside of their regular service area.
- * Only students 16 years or older, or at least in the eleventh grade, or having a special referral from a school-site counselor could participate in ROCP programs and be eligible for ADA reimbursements.

1985 Education Code Additions: § 52324.6

- * Authorized a greater apportionment to “necessary small ROPs” defined as those serving fewer than 350 ADA in the prior year based on a “minimum number of full-time equivalent certificated ROP employees”.

1986 Education Code Additions: § 52335.2, § 52335.4, § 52335.5

- * Apportionment of Funds for ROCP. This legislation had the effect of establishing a set of formulas by which the total revenue available to each ROCP could be calculated. Provisions for assigning priorities to funding categories and for allocating the total statewide resource among the operating ROCPs.

1987 Education Code Additions: § 8007, § 52302.3

- * Growing system-wide accountability to successful placement of students in the jobs for which they are trained.

1988 Education Code Additions: § 52300

- * New expanded mission.

Appendix B

Relevant California Education Codes and *Title V Codes*

Compiled by

San Bernardino Office of Education

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**EDUCATION CODES
RELATED TO
REGIONAL OCCUPATIONAL PROGRAMS**

Academic & Personal Development Instruction	52302.7	A regional occupational center may provide, on an individual referral basis, academic and personal development instruction for adult students enrolled in a vocational education course conducted by the regional occupational center when it is determined that it is essential for such instruction to be given to ensure the employability of the adult student.
Accessibility	52311	Each regional occupational center shall be established at a readily accessible place selected to serve the pupils who will attend the center. The county superintendent of schools or district or districts, as the case may be, maintaining, or participating in the operation of, the center may provide necessary transportation to the pupils attending such center.
ADA Calculation/ Population To Be Served	52335.4	<p>The Superintendent of Public Instruction shall determine each ROC/P's share of funded growth average daily attendance by computing the sum of subdivisions (a), (b), and (c):</p> <p>(a) Subtract the ROC/P's annual units of funded average daily attendance for the prior year from the ROC/P's annual units of funded average daily attendance for the second prior year. If the amount computed pursuant to this subdivision is negative, it shall be deemed to be zero.</p> <p>(b) Allocate 25 percent of the allowable growth average daily attendance funded in the Budget Act to low participation ROC/P's, pursuant to criteria established by the Superintendent of Public Instruction.</p> <p>(c) (1) Subtract the statewide sum of the growth average daily attendance computed pursuant to subdivisions (a) and (b) from the allowable growth in average daily attendance funded in the Budget Act. If the amount computed is negative, it shall be deemed to be zero.</p> <p>(2) Calculate the ROC/P's pro rata share of the funded growth average daily attendance calculated pursuant to paragraph (1), based on the prior year average daily attendance in grades 9 to 12, inclusive, for the school districts served by the ROC/P in relation to the total statewide prior year average daily attendance in grades 9 to 12, inclusive. For purposes of the calculation required by this paragraph, the Superintendent of Public Instruction shall use the average daily attendance reported for the second principal apportionment of the prior year.</p> <p>(3) In calculating the pro rata share of funded growth average daily attendance, the Superintendent of Public Instruction shall ensure that each ROC/P is provided at least 10 units of allowed growth average daily attendance pursuant to subdivisions (b) and (c).</p> <p>(d) (1) It is the intent of the Legislature that each ROC/P use its share of funded growth average daily attendance provided pursuant to this section to serve pupils in grades 9 to 12, inclusive, unless the governing board or governing boards of the school district or districts overseeing the ROC/P determine that the needs of pupils in grades 9 to 12, inclusive, have been met.</p> <p>It is the intent of the Legislature that, if a determination is made pursuant to paragraph (1) that the needs of pupils in grades 9 to 12, inclusive, have been met, then the governing board or governing boards of the school district or districts overseeing the ROCP may authorize the ROCP to use its share of funded growth average daily attendance provided pursuant to this section to serve adults.</p>

attendance provided pursuant to this section to serve adults.

Regardless of the effective date of this act, it is the intent of the Legislature that Section 52335.4 of the Education Code, as amended by this act, be used for growth calculations for regional occupational centers and programs for the 1998-99 fiscal year and subsequent fiscal years.

**ADA
Computation**

52324

Units of average daily attendance in the regional occupational centers or regional occupational programs of a county for a fiscal year are the quotient arising from dividing the total number of days of pupil's attendance in the centers, or programs, during the fiscal year by 175.

Attendance in regional occupational centers, or regional occupational programs, operated under subdivision (a) of Section 52305 shall be considered pupil's attendance under this section, but attendance in regional occupational centers, or regional occupational programs, under subdivision (b) of Section 52305 shall not be so considered.

As used in this section, "school district" includes each of those districts which are cooperating in the maintenance of the center or program, with the approval of the county superintendent of schools, pursuant to Section 52301; and units of average daily attendance of pupils residing in the school district shall be credited to the school district.

**ADA
Computation**

52325

Any district or county superintendent who operates a 60-minute regional occupational program shall be credited with one-third of a unit of average daily attendance for each student in a 60-minute regional occupational program and two-thirds of a unit of average daily attendance in a 120-minute program.

**ADA
Computation
Under Limited
Apportionment**

52314.7

(a) The average daily attendance of pupils admitted to a regional occupational center or program pursuant to Section 52314.5 shall be computed at the rate of average daily attendance available for high school pupils.

(b) This section shall only be operative in a fiscal year for which the Budget Act for that fiscal year limits the amount of funds which may be apportioned for regional occupational centers or programs.

ADA Credit

46140

No pupil in a high school, other than a pupil enrolled in a regional occupational center or program, evening high school, continuation high school, or continuation education class, shall be credited with more than one day of attendance in any calendar day and nothing in this article shall be construed to the contrary.

**ADA Credit
Clarification**

46140.5

Any school district which was credited with attendance of pupils pursuant to Section 46140 under a vocational education program occupationally organized and conducted under federal approval in 1976-77, other than a regional occupational program or regional occupational center, may request the county superintendent of schools to increase the district base revenue limit for fiscal year 1977-78 and fiscal years thereafter by the amount of revenue received on account of such vocational education attendance in 1976-77. The county superintendent, upon verification of such amounts, shall adjust the district's base revenue limit.

As a clarification of the intent of the law, a district, which had not submitted attendance documents of pupils pursuant to Section 46140 under a vocational education program occupationally organized and conducted under federal approval in 1976-77, other than a regional occupational program or regional occupational center, at the time the attendance reports were originally due, shall not have the right at a later date to submit amended attendance documents to have credited this attendance.

this attendance.

**ADA Decrease
Due to
Catastrophe**

46392

(a) Whenever the average daily attendance of any school district, county office of education, or regional occupational center or program during any fiscal year has been materially decreased during any fiscal year because of any of the following, the fact shall be established to the satisfaction of the Superintendent of Public Instruction by affidavits of the members of the governing board of the school district or county office of education, and the county superintendent of schools:

- (1) Fire.
- (2) Flood.
- (3) Impassable roads.
- (4) An epidemic.
- (5) An earthquake.
- (6) The imminence of a major safety hazard as determined by the local law enforcement agency.
- (7) A strike involving transportation services to pupils provided by a non-school entity.
- (8) An order provided for in Section 41422.

(b) In the event a state of emergency is declared by the Governor in a county, any decrease in average daily attendance in the county below the approximate total average daily attendance that would have been credited to a school district, county office of education, or regional occupational center or program had the state of emergency not occurred shall be deemed material. The superintendent shall determine the length of the period during which average daily attendance has been reduced by the state of emergency. This period which is determined by the superintendent shall not extend into the next fiscal year following the declaration of the state of emergency by the Governor, except upon a showing by a school district, county office of education, or regional occupational center or program, to the satisfaction of the superintendent, that extending the period into the next fiscal year is essential to alleviate continued reductions in average daily attendance attributable to the state of emergency.

(c) The average daily attendance of the district, county office of education, or regional occupational center or program for the fiscal year shall be estimated by the superintendent in a manner that credits to the school district, county office of education, or regional occupational center or program for determining the apportionments to be made to the district, county office of education, or regional occupational center or program from the State School Fund approximately the total average daily attendance that would have been credited to the school district, county office of education, or regional occupational center or program had the emergency not occurred or had the order not been issued.

(d) This section applies to any average daily attendance that occurs during any part of a school year.

**ADA for Impaired
Students**

41881

The Superintendent of Public Instruction shall allow to each district participating in a regional occupational center or to each county superintendent of schools operating a regional occupational center, for each unit of average daily attendance attributable to a person educated in a regional occupational center or program pursuant to Section 52315, the following amounts:

- (a) One thousand nine hundred fifty-five dollars (\$1,955) for each person with a visual impairment.
- (b) One thousand one hundred twenty dollars (\$1,120) for each deaf person.

(c) Six hundred twenty dollars (\$620) for each orthopedically impaired person.

The allowance prescribed by this section is in addition to other allowances or apportionments which may be received because of such attendance and can only be received if the specific service for which the allowance or apportionment is made is not otherwise provided by a community college within a reasonable commuting distance of the regional occupational center.

Each governing body maintaining a regional occupational center or program shall account for expenditures made on account of additional special instruction and support services pursuant to Section 52315. Expenditures shall be reported as an amount per pupil in average daily attendance in each of the categories specified in subdivisions (a), (b), and (c). If the Superintendent of Public Instruction determines that the expenditures, as reported, do not equal or exceed the allowances prescribed in subdivisions (a), (b), and (c), the amount of the deficiency shall be withheld from apportionments to the school district or the county superintendent of schools in the succeeding fiscal year in accordance with the procedure prescribed in Section 41341.

***ADA for Pupils
under 16***

52314.6

The average daily attendance claimed for pupils enrolled in a regional occupational center or program pursuant to paragraph (2) of subdivision (b) of Section 52314 shall not exceed 3 percent of the average daily attendance funded in the prior year for the center or program, or the following amount, whichever is greater:

(1) Divide the enrollment of pupils under the age of 16 years in the regional occupational center or program in the 1982-83 fiscal year by three.

(2) Multiply the amount computed pursuant to paragraph (1) by 0.25.

***ADA Proportional
Credit to District***

46300

(a) In computing average daily attendance of a school district or county office of education, there shall be included the attendance of pupils while engaged in educational activities required of those pupils and under the immediate supervision and control of an employee of the district or county office who possessed a valid certification document, registered as required by law.

(b) For the purposes of a work experience education program in a secondary school that meets the standards of the California State Plan for Vocational Education, the term "immediate supervision," in the context of off-campus work training stations, means pupil participation in on-the-job training as outlined under a training agreement, coordinated by the school district under a state-approved plan, wherein the employer and certificated school personnel share the responsibility for on-the-job supervision. The pupil-teacher ratio in a work experience program shall not exceed 125 pupils per full-time equivalent certificated teacher coordinator.

Notwithstanding Section 52033, this ratio may be waived by the State Board of Education pursuant to Article 3 (commencing with Section 33050) of Chapter 1 of Part 20 under criteria developed by the State Board of Education.

A pupil enrolled in a work experience program shall not be credited with more than one day of attendance per calendar day, and shall be a full-time pupil enrolled in regular classes that meet the requirements of Section 46141 or 46144.

(c) For purposes of the rehabilitative schools, classes, or programs described in Section 48917 that require immediate supervision, the

described in Section 48917 that require immediate supervision, the term "immediate supervision" means that the person to whom the pupil is required to report for training, counseling, tutoring, or other prescribed activity shares the responsibility for the supervision of the pupils in the rehabilitative activities with certificated personnel of the district.

A pupil enrolled in a rehabilitative school, class, or program shall not be credited with more than one day of attendance per calendar day.

(d) For the purposes of computing the average daily attendance of pupils engaged in the educational activities required of high school pupils who are also enrolled in a regional occupational center or regional occupational program, the school district shall receive proportional average daily attendance credit for those educational activities that are less than the minimum school day, pursuant to regulations adopted by the State Board of Education; however, none of that attendance shall be counted for purposes of computing attendance pursuant to Section 52324.

A school district shall not receive proportional average daily attendance credit pursuant to this subdivision for any pupil in attendance for less than 145 minutes each day.

The divisor for computing proportional average daily attendance pursuant to this subdivision is 240, except that, in the case of a pupil excused from physical education classes pursuant to Section 52316, the divisor is 180.

Notwithstanding any other provision of law, travel time of pupils to attend a regional occupational center or regional occupational program shall not be used in any manner in the computation of average daily attendance.

(e) In computing the average daily attendance of a school district, there shall also be included the attendance of pupils participating in independent study conducted pursuant to Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28.

A pupil participating in independent study shall not be credited with more than one day of attendance per calendar day.

(f) For purposes of cooperative vocational education programs and community classrooms described in Section 52372.1, the term "immediate supervision" means pupil participation in paid and unpaid on-the-job experiences, as outlined under a training agreement and individualized training plans wherein the supervisor of the training site and certificated school personnel share the responsibility for the supervision of on-the-job experiences.

(g) In computing the average daily attendance of a school district, there shall be included the attendance of pupils in kindergarten after they have completed one school year in kindergarten only if the school district has on file for each of those pupils an agreement made pursuant to Section 48011, approved in form and content by the State Department of Education and signed by the pupil's parent or guardian, that the pupil may continue in kindergarten for not more than an additional school year

**Adult Revenue
Limit**

46145

(a) Except as provided in subdivision (b), no revenue derived from the average daily attendance of adult education programs shall be expended for other than adult education purposes, nor shall revenue derived from other average daily attendance be expended for adult education purposes.

(b) When a district's adult revenue limit as allowed by Section 52616 is composed of average daily attendance from both a regional occupational center or program and an adult education program, the adult revenue limit income may be allocated to each program in a proportion other than the amount of adult revenue limit per average daily attendance otherwise allocable thereto.

**Annual Report to
Legislature** 8007

The State Department of Education and the Board of Governors of the California Community Colleges shall submit the following reports each year to the Legislature:

(a) An annual descriptive report containing information on vocational education and technical training programs, including regional occupational centers and programs. The report shall be coordinated with federal evaluation requirements pursuant to Public Law 101-392 and shall contain all of the following:

(1) Enrollment defined in terms of secondary students, postsecondary students, and adults.

(2) The number of graduates of programs and dropout rates.

(3) The number of students trained for specific entry level occupations.

(4) Fiscal information, including income by source and expenditure by category.

(5) Other factors as determined in Budget Act language pursuant to Section 33404.

(b) An annual individual program evaluation derived from a representative sample of participating districts and schools containing information on program effectiveness as measured by:

(1) The extent to which persons who complete the program:

(A) Find employment in occupations related to their training.

(B) Are considered by their employers to be well trained and prepared for employment.

(2) Other factors as determined in Budget Act language pursuant to Section 33404.

(c) A copy of the annual state plan for vocational education.

**Audit of Funds
County
Superintendent** 41020

(a) It is the intent of the Legislature to encourage sound fiscal management practices among school districts for the most efficient and effective use of public funds for the education of children in California by strengthening fiscal accountability at the district, county, and state levels.

(b) Not later than the first day of May of each fiscal year each county superintendent of schools shall provide for an audit of all funds under his or her jurisdiction and control and the governing board of each school district shall either provide for an audit of the books and accounts of the school district, including an audit of school district income and expenditures by source of funds, or make arrangements with the county superintendent of schools having jurisdiction over the school district to provide for that auditing. In the event the governing board of a school district has not provided for an audit of the books and accounts of the district by April 1, the county superintendent of schools having jurisdiction over the district shall provide for the audit.

(c) Each audit conducted in accordance with this section shall include all funds of the school district including the student body and cafeteria funds and accounts and any other funds under the control or jurisdiction of the school district and funds of regional occupational centers and programs maintained by the county superintendent of schools, a school district, or pursuant to a joint powers agreement. Each audit shall also include an audit of attendance procedures.

(d) All audit reports for the 1988-89 fiscal year, and for each subsequent fiscal year, shall be developed and reported using a format established by the Controller after consultation with the Superintendent of Public Instruction.

(e) (1) The cost of the audits provided for by the county superintendent of schools shall be paid from the county school service fund and the county superintendent of schools shall transfer the pro rata share of the cost chargeable to each district from district funds.

(2) The cost of the audit provided for by a governing board shall be paid from school district funds. The audit of the funds under the jurisdiction and control of the county superintendent of schools shall be paid from the county school service fund.

(f) The audits shall be made by a certified public accountant or a public accountant, licensed by the State Board of Accountancy.

(g) (1) The auditor's report shall include each of the following:

(A) A statement that the audit was conducted pursuant to standards and procedures developed in accordance with Chapter 3 (commencing with Section 14500) of Part 9 of Division 1 of Title 1.

(B) A summary of audit exceptions and management improvement recommendations.

(2) To the extent possible, a description of correction or plan of correction shall be incorporated in the audit report, describing the specific actions that are planned to be taken, or that have been taken, to correct the problem identified by the auditor. The descriptions of specific actions to be taken or that have been taken shall not solely consist of general comments such as "will implement," "accepted the recommendation," or "will discuss at a later date."

(h) Not later than December 15, a report of each audit for the preceding fiscal year shall be filed with the county superintendent of schools of the county in which the school district is located, the State Department of Education, and the Controller. The Superintendent of Public Instruction shall make any adjustments necessary in future apportionments of all state funds, to correct any audit exceptions revealed by such audit reports.

(i) Commencing with the 1993-94 audit of school districts pursuant to this section, each county superintendent of schools shall be responsible for reviewing the audit exceptions contained in an audit of a school district under his or her jurisdiction related to attendance, inventory of equipment, internal control, and any miscellaneous items, and determining whether the exceptions have been either corrected or an acceptable plan of correction has been developed.

(j) Upon submission of the final audit report to the governing board of each school district and subsequent receipt of the audit by the county superintendent of schools having jurisdiction over the school district, the county office of education shall do all of the following:

(1) Review audit exceptions related to attendance, inventory of equipment, internal control, and other miscellaneous exceptions. Attendance exceptions or issues shall include, but not be limited to, those related to revenue limits, adult education, and independent study.

(2) If a description of the correction or plan of correction has not been provided as part of the audit required by this section, then the county superintendent of schools shall notify the school district and request the governing board of the school district to provide to the county superintendent of schools a description of the corrections or plan of correction by March 15.

(3) Review the description of correction or plan of correction and determine its adequacy. If the description of the correction or plan of correction is not adequate, the county superintendent of schools shall require the school district to resubmit that portion of its response that is inadequate.

(k) Each county superintendent of schools shall certify to the Superintendent of Public Instruction, by May 15, that his or her staff has reviewed all audits of school districts under his or her jurisdiction for the prior fiscal year, that all exceptions that the county superintendent was required to review were reviewed, and that all of those exceptions, except as otherwise noted in the certification, have been corrected by the school district or an acceptable plan of correction has been submitted to the county superintendent of schools. In addition, the county superintendent shall identify by school district, any attendance-related audit exception that had a fiscal impact on state funds, and require the school district to which the attendance-related audit exception was directed to submit the appropriate forms for processing by the Superintendent of Public Instruction.

(l) In the audit of a school district for a subsequent year, the auditor shall review the correction or plan or plans of correction submitted by the school district to determine if the exceptions have been resolved. If not, then the auditor shall immediately notify the appropriate county office of education and the State Department of Education and restate the exception in the audit report. After receiving that notification, the State Department of Education shall either consult with the school district to resolve the exception or require the county superintendent of schools to follow up with the school district.

(m) (1) The Superintendent of Public Instruction shall be responsible for assuring that school districts have either corrected or developed a plan of correction for any or all of the following:

(A) All federal and state compliance audit exceptions identified in the audit.

(B) Any exceptions that the county superintendent certifies as of May 15 have not been corrected.

(C) Any repeat audit exceptions that are not assigned to a county superintendent to correct.

(2) In addition, the Superintendent of Public Instruction shall be responsible for assuring that county superintendents of schools and county boards of education that serve as the governing board of a school district either correct all audit exceptions identified in the audits of county superintendents of schools and of the school district for which the county board of education serves as the governing board or develop an acceptable plan of correction for those exceptions.

(n) In order to facilitate the correction of the exceptions identified by

the audits issued pursuant to this section, commencing with 1994-95 audits pursuant to this section, the Controller shall require auditors to categorize audit exceptions in the audit report in a manner that will make it clear to both the county superintendent of schools and the Superintendent of Public Instruction which exceptions they are responsible for assuring the correction of by a school district. In addition, the Controller annually shall select a sampling of county superintendents of schools and perform a follow-up of the audit resolution process of those county superintendents of schools and report the results of that follow-up to the Superintendent of Public Instruction and the county superintendents of schools that were reviewed.

(o) The county superintendent of schools shall adjust the future local property tax requirements to correct audit exceptions relating to school district tax rates and tax revenues.

(p) If a governing board or county superintendent of schools fails or is unable to make satisfactory arrangements for audit pursuant to this section, the Controller shall make arrangements for the audit and the cost of the audit shall be paid from school district funds or the county school service fund, as the case may be.

(q) Audits of regional occupational centers and programs are subject to the provisions of this section.

(r) Nothing in this section shall be construed to authorize examination into or report on the curriculum used or provided for in any school district.

***Boundaries
Contiguous with
Arizona***

52329

The governing board of a school district located in a county, or the county superintendent of schools maintaining a regional occupational program in a county, any of the boundaries of which are contiguous to the State of Arizona, may enter into an agreement with a public or private educational agency located in that state to provide to students living in the district and enrolled in a regional occupational program, vocational or technical training which, due to geographical isolation, is not otherwise available to such students.

The program of training at such public or private educational agency shall be approved by the Superintendent of Public Instruction of California and shall conform to the California State Plan for Vocational Education.

The attendance of pupils receiving vocational or technical training at a public or private educational agency as authorized by this section shall be included in the computation of average daily attendance as prescribed by Sections 52324 and 52325, and shall be credited to the county school service fund of the county of residence. In no event, however, shall the county school service fund be credited with more than one unit of average daily attendance per calendar year on account of a pupil participating in a program authorized by this section.

Budget

52321

(a) A regional occupational center or program established and maintained by school districts or joint powers agencies pursuant to Section 52301 shall receive in annual operating funds from each of the participating school districts an amount per unit of average daily attendance equal to the revenue limit received by those districts for each unit of average daily attendance generated in the regional occupational center or program.

A regional occupational center or program established and maintained by a county superintendent of schools pursuant to Section 52301 shall receive funding pursuant to Section 2550. A county superintendent of schools shall report average daily attendance to the Superintendent of

schools shall report average daily attendance to the Superintendent of Public Instruction for that funding.

(b) Any regional occupational center or program is authorized to (1) budget and accumulate an amount necessary to meet the cash-flow needs of the regional occupational center or program known as a general reserve, and (2) budget and accumulate amounts known as the designated fund balance and as the unappropriated fund balance. Alternatively, for regional occupational centers or programs established and maintained by school districts or joint powers agencies, a center or program may budget an amount necessary to meet long-term program needs of the regional occupational center or program known as capital outlay expenditures or equipment replacement. At the end of any school year, subject to the exception provided in paragraph (2) of subdivision (c), the net ending balance may be distributed to any of the reserved accounts, provided that the combined total transferred does not exceed 15 percent of the previous year's expenditures.

(1) The general reserve, the designated fund balance, the unappropriated fund balance, and the capital outlay expenditures or equipment replacement reserve account shall be available for appropriation only after approval by a majority vote of the governing body of the regional occupational center or program.

(2) Funds of regional occupational centers or programs established and maintained by school districts or joint powers agencies shall be distributed to the capital outlay expenditures or equipment replacement reserve account only upon adoption by the governing board of a resolution specifying the general use to which each appropriation from the account would be put.

(c) (1) At the end of any school year, the combined net ending balances of the general reserve, the designated fund balance, and the unappropriated fund balance in excess of 15 percent of the previous fiscal year's expenditures shall be returned to the districts participating in the regional occupational center or program in proportion to the district's contribution to the regional occupational center or program. The county superintendent of schools shall reduce the revenue limit of the districts by an amount equal to the excess reserves that are required to be returned to the districts. Net ending balances in excess of 15 percent, except those funds specifically set aside by the board and restricted to capital outlay expenditures or equipment replacement, in county-operated regional occupational centers or programs shall reduce the revenue limit of the county superintendent program by an amount equal to the excess reserves in that program.

(2) A regional occupational center or program established and maintained by school districts or joint powers agencies may accumulate, over a period of two or more school years, a net ending balance in the capital outlay expenditures or equipment replacement reserve account of more than 15 percent of the previous fiscal year's expenditures, under provisions of a resolution of the governing board pursuant to paragraph (2) of subdivision (b).

(d) With the exception of ending balances governed by Section 2558.5, funds placed in either the general reserve, the designated fund balance, the unappropriated fund balance, or the capital outlay or equipment replacement accounts, shall be expended only for regional occupational center or program educational purposes.

Chapter 1, Article 1 (commencing with Section 7100) of Chapter 2 of Part 5, Chapter 1 (commencing with Section 44000) shall apply to all classified employees of a school district, including those authorized in Sections 35025, 35041, and 35045, whether a merit or nonmerit system district as authorized by this chapter unless the section specifically limits its application to nonmerit system districts. These provisions shall also apply to all persons who are part of the classified service who are employed by the county superintendent of schools, or any division thereof, and whose salaries are paid out of the county school service fund regardless of the origin of the fund moneys, and to all persons employed by any entity, including a regional occupational center or program, created or established by any two or more school districts pursuant to statute, including Chapter 14 (commencing with Section 7450) of Division 6, exercising any joint power pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code, or as otherwise conferred by law upon such districts.

These provisions shall not apply to employees of a school district lying wholly within a city and county which provides in its charter for a merit system of employment for employees employed in positions not requiring certification qualifications except that, commencing July 1, 1992, the governing board of that district may adopt a resolution to make these provisions applicable to persons employed as paraprofessionals as defined in Section 44671.5, who have not attained permanent status under the merit system as of that date.

The positions authorized in Sections 35025, 35041, and 35045 may, by resolution of a governing board, be exempted from the provisions of Article 6 (commencing with Section 45240) of this chapter.

***Compulsory
Attendance
Exemption***

48410

There are exempted from compulsory attendance in continuing education classes as otherwise required by Sections 48400 and 48402, persons who:

- (a) Have been graduated from a high school maintaining a four-year course above the eighth grade of the elementary schools, or who have had an equal amount of education in a private school or from a private tutor.
- (b) Are in attendance upon a public or private full-time day school, or satisfactory part-time classes maintained by other agencies.
- (c) Are disqualified for attendance in these classes because of their physical or mental condition, or because of personal services that must be rendered to their dependents.
- (d) Are satisfactorily attending a regional occupational program or center as provided in Section 48432.
- (e) Have successfully demonstrated proficiency equal to or greater than standards established by the State Department of Education pursuant to Section 48412, and have verified approval submitted by their parent or guardian.
- (f) Are subject to Section 48400 but not Section 48402 and are in attendance upon classes for adults for not less than four clock hours per calendar week.
- (g) Are exempt from compulsory school attendance under Section 48231.

Conducting a

52305

A regional occupational center or regional occupational program may:

Business

(a) Be established pursuant to Section 52301 to provide day, including Saturday and Sunday, and evening full-time and part-time vocational education programs for minors and adults, the year around.

(b) Include within its vocational training programs, the establishment and operation of a sheltered workshop.

(c) Permit the establishment and operation of such business, commercial, trade, manufacturing, or construction activities as will best serve the aims and purposes of vocational education. Such activities shall also permit the sale of products or services to private or public corporations or companies, or to the general public.

**Conducting a
Business -
Conditions**

52306

(a) Any business, commercial, trade, manufacturing, or construction activity referred to in subdivision (c) of Section 52305 may be undertaken as part of a regional occupational center or program provided all the following conditions have been complied with:

(1) Any facility or program operated pursuant to this section shall be only for the education or training of students enrolled in a regional occupational center or program.

(2) The facility or program shall be operated on a nonprofit basis, with all revenues restricted in their use to cover instructional and operating costs.

(3) Notwithstanding any other provision of law, the facility or program initially shall obtain the approval of the appropriate trade associations concerned with the activity proposed and the approval of the county labor council in the county in which the facility or program is located.

(b) An activity conducted by a regional occupational center or program, as described in subdivision (a), may be conducted without the need to apply for or obtain local business licenses or permits, nor shall the activity be subject to payment of local business taxes. Notwithstanding any other provision of law, proceeds from business activities authorized in this section may, subject to the approval of the governing board, be deposited in a checking account or accounts by each regional occupational center or program and disbursed for the necessary expenses of those business activities. The account shall be established by the regional occupational center or program and be in the custody of the principal or other administrative official designated by the governing board or the county superintendent of schools, as the case may be. The principal or administrative official shall be responsible for all expenditures therefore, subject to regulations prescribed for this purpose by the governing board or the county superintendent of schools, as the case may be. An exact accounting of receipts and disbursements shall be made to the district or county accounting office within a reasonable period of time. The governing board or the county superintendent of schools, as the case may be, shall provide for an audit of these accounts on a regular basis.

(c) Attendance of students in any business, commercial, trade, manufacturing, or construction activity referred to in subdivision (c) of Section 52305, at any regional occupational center or regional occupational program, shall be credited to that facility or program for the purposes of apportionments from the State School Fund.

Continuation

48432

The governing board of each high school district and each unified

***Education/ROCP
Classes***

school district shall establish and maintain within its boundaries special continuation education classes and may establish and maintain regional occupational centers or programs, in accordance with the provisions of Section 52301, whenever there are any minors residing within the district who are subject to compulsory continuation education; provided, that if there are fewer than 100 students enrolled in grade 12 in any school of the district maintaining that grade, the governing board of the district may apply to the State Department of Education for exemption of that school from the requirements of this section and such exemption may be granted in accordance with rules and regulations that shall be adopted by the State Board of Education to govern the granting of the exemptions. An exemption may also be granted to schools having an enrollment of more than 100 pupils in grade 12 if the district seeking the exemption has entered into an agreement with another high school district or unified school district to maintain special continuation education classes for minors residing in either of the districts, but shall not be granted if the agreement would make it necessary for such minors to travel an excessive distance from their homes to the continuation education classes. If there is a regional occupational center or program as provided in Article 1 (commencing with Section 52300) of Chapter 9 of Part 28, of this division within a county, the governing board of any school district within that county may enroll minors, otherwise subject to, and in lieu of, continuation education, in the center or program in accordance with the provisions of Section 52314. Any minor admitted to a regional occupational center or program under the provisions of Section 52314.5 shall be considered to have enrolled in the regional occupational center or program in lieu of continuation education classes. Nothing in this section shall prohibit a minor from enrolling in a program of continuation education or a regular high school program if the minor voluntarily chooses to enroll in the program.

***Continuation
Education/ROCP
Minimum Hours***

48433

Special continuation education classes or classes conducted by a regional occupational center or any combination thereof shall provide at least four 60-minute hours of instruction per week for each minor within the high school district who is subject to compulsory continuation education.

**Contracting with
Community
College**

52331

A regional occupational program or center, established pursuant to Section 52301, may contract with a community college district to provide vocational education instruction and services for students enrolled, or seeking to enroll, in a regional occupational center or program. Such instruction and services shall comply with the requirements and standards for regional occupational programs and centers as set forth in the State Plan for Vocational Education.

**Contracting with
Private
Postsecondary**

8092

(a) Any school district or districts, any county superintendent or superintendents, or the governing body of any agency maintaining a regional occupational center or program may contract with a private postsecondary school that is authorized or approved pursuant to Chapter 3 (commencing with Section 94300) of Part 59 and has been in operation not less than two full calendar years prior to the effective date of the contract, to provide vocational skill training authorized by this code. Any school district, community college district, or county superintendent of schools may contract with an activity center, work activity center, or sheltered workshop to provide vocational skill training authorized by this code in any adult education program for substantially handicapped persons operated pursuant to subdivision (a) of Section 41976.

(b) All contracts between a public entity and a private postsecondary school entered into pursuant to this section, or an activity center, work activity center, or sheltered workshop shall do all of the following:

(1) Provide that the amount contracted for per student shall not exceed the total direct and indirect costs to provide the same training in the public schools or the tuition the private postsecondary school charges its private students, whichever is lower.

(2) Provide that the public school receiving training in a private postsecondary school, or an activity center, work activity center, or sheltered workshop pursuant to that contract may not be charged additional tuition for any training included in the contract. The attendance of those students pursuant to a contract authorized by this section shall be credited to the public entity for the purposes of apportionments from the State School Fund.

(3) Provide that all programs, courses, and classes of instruction shall meet the standards set forth in the California State Plan for Vocational Education, or is a course of study for adult schools approved by the State Department of Education under Section 51056.

(c) The students who attend a private postsecondary school or an activity center, work activity center, or sheltered workshop pursuant to a contract under this section shall be enrollees of the public entity and the vocational instruction provided pursuant to that contract shall be under the exclusive control and management of the governing body of the contracting public entity.

(d) The Department of Finance and the State Department of Education may audit the accounts of both the public entity and the private party involved in these contracts to the extent necessary to assure the integrity of the public funds involved.

**Cooperative
Vocational
Education
Attendance**

51760.5

Notwithstanding Section 51760, attendance in work experience classes or programs maintained by a regional occupational center or regional occupational program shall not receive apportionments from state funds based on average daily attendance unless such classes or programs are in conformance with standards adopted pursuant to Section 52372.

A student enrolled in a vocational education class using the cooperative vocational education methodology conducted by a regional

cooperative vocational education methodology conducted by a regional occupational center or program shall not be credited with more than 15 hours of attendance in any calendar week for purposes of the methodology.

**Cooperative
Vocational
Education
Authorization**

52372

The governing board of any high school district, subject to the provisions of this code relating to courses of study for high schools, the governing board of any joint powers regional occupational center or program, or the county superintendent of schools which conducts any county-operated regional occupational center or program, may establish and maintain, in connection with any high school or regional occupational center or program under its or his or her jurisdiction, cooperative vocational education programs or community classrooms as part of a vocational education course in accordance with rules and regulations prescribed by the Superintendent of Public Instruction.

Course Approval

52309

(a) The curriculum initially provided by a regional occupational center or regional occupational program upon commencing operation shall be subject to the approval of the department and shall comply with all requirements and standards set forth in the State Plan for Vocational Education. The department shall approve regional occupational centers only after giving due consideration to vocational education opportunities offered by community colleges serving the same geographical area. The State Board of Education shall adopt rules and regulations establishing guidelines and criteria for differentiating between courses appropriate for regional occupational centers or regional occupational programs and those appropriate for high schools.

(b) The Superintendent of Public Instruction shall prepare and distribute by April 1, 1977, and thereafter maintain, a detailed handbook for use by the local educational agencies and regional councils established pursuant to Section 8020. The handbook shall contain course approval criteria, job market study criteria, implementation plans for administrative regulations, and procedures for securing course and program approvals.

(c) Notwithstanding subdivision (a), the curriculum provided by a regional occupational center or program shall not be subject to the approval of the department as to any curriculum that is certified, by resolution of the governing body of the regional occupational center or program, to comply with the course approval criteria set forth in the handbook described in subdivision (b).

Credits	52310	Credits earned from courses completed in a regional occupational center or regional occupational program may be applied toward fulfillment of requirements for a high school diploma. A governing board of a district maintaining a regional occupational center may confer a high school diploma upon any pupil who attends a regional occupational center maintained by the district full time and has satisfactorily completed the prescribed course of study of the school district of residence or the course of study prescribed by the county superintendent of schools, school district, or school districts, as the case may be, maintaining such center.
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Deferred Maintenance	17592.5	The Joint Powers Southern California Regional Occupational Center and the Joint Powers Central County Occupational Center shall be deemed to be school districts for purposes of Sections 17582 to 17592, inclusive, and for the purposes of Section 39619.
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The Legislature finds and declares that a general statute, within the meaning of Section 16 of Article IV of the California Constitution, cannot be made applicable to the unique problems found at the joint powers regional occupational centers affected by this act, and that, therefore, this act is necessary.

Definition - LEA	17910.1	(g) "Local educational agency" means any of the following: (1) A school district. (2) A county office of education. (3) A regional occupational program or center. (4) A joint powers agency which operates publicly owned school buses.
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Definition - ROCP	52303	"Regional occupational program," as used in this chapter, means a vocational or technical training program which meets the criteria and standards of instructional programs in regional occupational centers and which is conducted in a variety of physical facilities which are not necessarily situated in one single plant or site.
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Definition - "Pupil in a Vocational Education Program"	46140.1	It is the intent of the Legislature that the term "pupil in a vocational education program occupationally organized and conducted under federal approval," as used in Section 46140 as it read prior to the enactment of Chapter 1230 of the Statutes of 1977, applies only to pupils in regional occupational programs and centers.
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Notwithstanding any provision of law to the contrary, no funds appropriated by any act enacted prior to or after the enactment of this section, shall be deemed appropriated or available for expenditure for purposes of claims for attendance of pupils in vocational education programs occupationally organized and conducted under federal approval, other than for attendance of pupils in regional occupational centers or programs, arising from Section 46140 as it read prior to the enactment of Chapter 1230 of the Statutes of 1977, except for appropriations to fund the Settlement Agreement entered into on March 4, 1983, by and between the Fullerton Union High School District and the State Department of Education of the State of California, the Superintendent of Public Instruction of the State of California, and the Local Assistance Bureau in connection with that action otherwise known as Fullerton Union High School District, et al. v. Wilson Riles, Superintendent of Public Instruction, et al., Orange County Superior Court No. 33-46-93; and the Settlement Agreement entered into on March 4, 1983, by and between Rowland Unified School District and the State Department of Education of the State of California, the Superintendent of Public Instruction of the State of

California, and the Local Assistance Bureau in connection with that action otherwise known as Rowland Unified School District, et al., v. Wilson Riles, Superintendent of Public Instruction, et al., Los Angeles Superior Court No. C 323905.

**Definition -
Creditable
Service**

26113

(a) "Creditable Service" means any of the following activities performed for an employer in a position requiring a credential, certificate, or permit pursuant to this code or under the appropriate minimum standards adopted by the Board of Governors of the California Community Colleges or under the provisions of an approved charter for the operation of a charter school for which the employer is eligible to receive state apportionment or pursuant to a contract between a community college district and the United States Department of Defense to provide vocational training:

(1) The work of teachers, instructors, district interns and academic employees employed in the instructional program for pupils, including special programs such as adult education, regional occupational programs, child care centers, and pre kindergarten programs pursuant to Section 22161.

(2) Education or vocational counseling, guidance, and placement services.

(3) The work of directors, coordinators, and assistant administrators who plan courses of study to be used in California public schools, or research connected with the evaluation or efficiency of the instructional program.

(4) The selection, collection, preparation, classification, demonstration, or evaluation of instructional materials of any course of study for use in the development of the instructional program in California public schools, or other services related to school curriculum.

(5) The examination, selection, in-service training, or assignment of teachers, principals or other similar personnel involved in the instructional program.

(6) School activities related to, and an outgrowth of, the instructional and guidance program of the school when performed in addition to other activities described in this section.

(7) The work of nurses, physicians, speech therapists, psychologists, audiometrists, audiologists, and other school health professionals.

(8) Services as a school librarian.

(9) The work of county and district superintendents and other employees who are responsible for the supervision of persons or administration of the duties described in this section.

(b) "Creditable service" also means the work of superintendents of California public schools.

(c) The board shall have final authority for determining creditable service to cover any activities not already specified.

**Eligibility of Out-
of-School Youth**

52314.5

A regional occupational center or program established and maintained by a county superintendent of schools, school districts, or joint power agencies pursuant to Section 52301 shall admit youths between the ages of 16 to 18 years who are eligible to attend a high school in a school district, but who have not been enrolled on a full-time or part-time basis for a period of more than three months during the regular

time basis for a period of more than three months during the regular school year, on the same basis as, and applying the same criteria for admission as would be applied to, any pupil enrolled in a high school in a school district who is eligible to attend the regional occupational center or program.

It is the intent of the Legislature that pupils admitted to a regional occupational center or program under this section shall be encouraged to return to high school in order to acquire the knowledge and skills necessary to prepare them for adult life.

**Enrollment of
Non-Resident
Pupils**

52317

The governing board of any regional occupational center or program operated by a joint powers agency, a single district, or a county superintendent of schools maintaining a county regional occupational center or program, may admit to its programs or classes, on a full-time or part-time basis, any person who can benefit from the program or class, including a person who does not reside in the attendance area of the center or program, if there are openings in the program or class. For purposes of this section, an interdistrict attendance agreement shall not be required for out-of-district enrollments.

Under no circumstances shall any person be enrolled in a regional occupational center or program pursuant to this section in a manner which contradicts delineation of function agreements.

Notwithstanding Section 51769 of the Education Code and Section 3368 of the Labor Code, regional occupational centers or programs or school districts within the area controlled by regional occupational centers or programs offering training to pupils residing outside its attendance area, shall provide for workers' compensation for pupils enrolled in a community classroom program.

**Establishment of
ROCP**

52301

(a) The county superintendent of schools of each county, with the consent of the State Board of Education, may establish and maintain, or with one or more counties may establish and maintain, at least one regional occupational center, or regional occupational program, in the county to provide education and training in vocational courses. The governing boards of any school districts maintaining high schools in the county may, with the consent of the State Board of Education and of the county superintendent of schools, cooperate in the establishment and maintenance of a regional occupational center or program, except that if such a school district also maintains 500 or more schools, its governing board may establish and maintain one or more regional occupational centers or programs, without those restrictions. A regional occupational center or program may be established by two or more school districts maintaining high schools through the use of the staff and facilities of a community college or community colleges serving the same geographic area as the school districts maintaining the high schools, with the consent of the State Board of Education and the county superintendent of schools.

The establishment and maintenance of a regional occupational center or program, by two or more school districts may be undertaken pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code. In such a regional occupational center or program, the functions of the county auditor undertaken pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code shall be performed by the county superintendent of schools in a county in which the board of supervisors has transferred educational functions from the county auditor to the county superintendent of schools pursuant to Sections 42649, as added by Chapter 533 of the Statutes of 1977, and 85265.5. If a school district or school districts establish and maintain such a regional occupational center or program, pursuant to this chapter, the county superintendent of schools may, with the consent of

chapter, the county superintendent of schools may, with the consent of the State Board of Education, establish and maintain a separate regional occupational center or centers or program or programs.

(b) Notwithstanding other provisions of this section, a single school district located in a class 1 county, as defined in Section 1205, and having an average daily attendance of 50,000 or more, or a single school district located in a class 2 county, as defined in Section 1206, and having an average daily attendance of 100,000 or more, may apply to the State Board of Education through the county superintendent of schools for permission to establish a regional occupational center or program. Except as provided in subdivision (c), the State Board of Education shall, within 90 days of receipt of an application, prescribe a procedure whereby the district may establish a center or program in accordance with its application and in compliance with the provisions of the State Plan for Vocational Education. The county superintendent of schools may supervise establishment of the center or program.

(c) The State Board of Education may disapprove a waiver application submitted by a single school district pursuant to Article 3 (commencing with Section 33050) of Chapter 1 of Part 20 for permission to establish a regional occupational center or program which does not meet the requirements of this section if the board determines that the establishment of the center or program would have an adverse effect upon existing regional occupational centers or programs located in school districts which are contiguous to the applicant school district. The State Board of Education shall establish criteria to measure adverse effect. The criteria shall include, but not be limited to, hardship on (1) districts operating regional occupational centers or programs which are contiguous to the applicant district and (2) students of districts operating regional occupational centers or programs which are contiguous to the applicant district.

(d) Notwithstanding any other provision of law, any regional occupational center or program operated by a single district under provisions of Section 33050 shall be granted permanent status if the single district has previously been granted two waivers from the State Board of Education to operate a single district regional occupational center or program and the single district maintains at least three but not more than five comprehensive high schools within the district. The revenue limit for a regional occupational center or program established under this subdivision shall be either the lower of: (1) the revenue limit under which the center or program operates as of January 1, 1985, or (2) the district's revenue limit as of January 1, 1985, except that this revenue limit shall be subject to annual percentage cost-of-living adjustments provided for regional occupational centers and programs. The governing board of the school district shall retain authority to decide whether or not to operate the regional occupational center or program under this subdivision.

***Excused from
Physical
Education
Requirement***

52316

Any pupil enrolled in grade 10, 11, or 12, and who is also attending a regional occupational center or regional occupational program may be excused from attending courses in physical education by the governing board of the school district maintaining grade 10, 11, or 12, and in which the pupil is enrolled, if attendance upon such classes results in hardship because of travel time involved. If a pupil is excused from physical education classes pursuant to this section, the minimum school day for him in his regular high school is 180 minutes.

Facilities

52312

For the purposes of this chapter the county superintendent of schools, the governing board of the school district, or the governing boards of school districts establishing a regional occupational center, or regional occupational program, may acquire a site for each regional

occupational center or regional occupational program maintained by the county superintendent or the district, or districts, as the case may be, and may plan, construct, purchase, or lease buildings therefore, and may purchase or lease furniture, equipment, fixtures, and other personal property therefore.

Governing Board 52310.5

(a) Each regional occupational program or center shall be maintained by, and subject to the authority and control of, its governing board.

(b) The governing board of a regional occupational program or center maintained by a single school district is the governing board of the school district.

(c) The governing board of a regional occupational program or center maintained by a county superintendent of schools is the county board of education.

(d) The governing board of a regional occupational program or center established by two or more school districts pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 of Title 1 of the Government Code, shall consist of at least one member of the governing board of each of the school districts cooperating in such regional occupational program or center, such member to be selected by the governing board of the district represented by that member.

(e) Any other cooperative agreement established after 1965 to establish a regional occupational program or center pursuant to Section 52301 shall have a governing board which shall consist of at least one member of the governing board of each of the school districts cooperating in such regional occupational program or center. Each such member is to be selected by the governing board of the district represented by that member.

Governing Board 52304
Approval of
Course

Subsequent to completing the survey required by Section 52302 and prior to establishing a regional occupational center or program authorized by Section 52301, the appropriate governing board, boards, or county superintendent of schools, as the case may be, shall determine whether or not the survey and analysis made pursuant to Section 52302 justifies the proposed skill training, and shall further determine whether the skill training will be offered through a regional occupational center or program, or through a contract with an approved private postsecondary school pursuant to the provisions of Section 8092.

Governing Board 52327.5
Requirements

Each governing board establishing or maintaining a regional occupational center or program pursuant to Section 52310.5 shall meet the requirements set forth in Sections 35145, 41010, 41011, 41015, 41020, 42103, 51040, 51041, 51050, and 51056.

Grants 52313

The county superintendent of schools or governing board of a school district or districts, as the case may be, maintaining a regional occupational center, or regional occupational program, may accept and expend grants from the federal government or from other public or private sources for the purposes of this chapter.

Impaired 52315
Individuals

Any visually impaired, orthopedically impaired, or deaf person who is not enrolled in a regular high school or community college program may attend a regional occupational center or regional occupational program on the same basis as a high school pupil. Additional special instruction and support services shall be provided to these persons.

If the Superintendent of Public Instruction determines that there would be a duplication of effort to these impaired persons if a regional occupational center or regional occupational program provided services to them, in that other programs exist that are available to

services to them, in that other programs exist that are available to them, the superintendent may disapprove of the curriculum to provide programs to these impaired persons pursuant to Section 52309 and of any state funding made available pursuant to Section 41897 for these purposes.

***Joint
Arrangements
with Adult
Education***

52302.9

Regional occupational centers and programs may jointly establish, operate, and share the enrollments and costs of vocational education instruction with adult education programs offered by school districts serving the same geographic area. Such programs shall be approved by the State Board of Education and the county superintendent of schools and shall be subject to guidelines established by the Superintendent of Public Instruction. Such programs shall also be funded at the adult revenue limit amount provided pursuant to Section 42238.

Justification for

52302

The school or community college district or districts, or county

***Proposed
Courses***

superintendent or superintendents, sponsoring the regional occupational center or program shall conduct a job market study in the labor market area in which they propose to establish a regional occupational center or program. The study shall use the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information. The study shall include a California Occupational Information System supply analysis of existing vocational and occupational training programs maintained by high schools, community colleges, and private postsecondary schools in the area to ensure that the anticipated employment demand for trainees in the proposed regional occupational centers and programs justifies the establishment of the proposed courses of instruction.

Leased Buildings

17285

(a) Notwithstanding any provision of law except Sections 17286, 17287, 17405, and this section, a leased building that does not meet the requirements of Section 17280 may not be used as a school building, as defined in Section 17283, after September 1, 1990.

(b) A school district may lease a commercial building prior to January 1, 2003, that does not meet the requirements of Section 17280, for use as a school building, as defined in Section 17283, if the governing board of the district finds that all of the following conditions have been met:

(1) The building was constructed in accordance with seismic safety standards for commercial buildings constructed within an earthquake zone.

(2) The building permit for the initial construction of the building was issued on or after January 1, 1990.

(3) A structural engineer has inspected the building and submitted a report to the governing board of the school district that certifies that the building is in substantial compliance with the requirements of the Field Act. This certification requirement is satisfied if the structural engineer affixes his or her seal of approval to the report and he or she attests in that report that to the best of his or her knowledge:

(A) He or she has reviewed the design calculations, construction documents, and the local government construction inspection records of the building to the extent available.

(B) He or she has authorized testing and has observed or reviewed the test results and the inspections of an adequate sample of

the structure's welds, anchor bolts, and other structural elements.

(C) He or she has observed that the overhead nonstructural elements, including, but not limited to, light fixtures, heating, and air-conditioning diffusers are adequately braced or anchored. The governing board of the school district shall submit the report to the Division of the State Architect for its review. The Division of the State Architect has one month to review the report for compliance with the above requirements, and to provide feedback to the structural engineer regarding any insufficiencies with the report, and whether or not the building is in substantial compliance with the requirements of the Field Act. If the Division of the State Architect does not respond within one month of the final and complete report being submitted, the Division of the State Architect will be deemed to have concurred with the structural engineer's report. A final decision by the governing board of the school district to occupy the building for school purposes shall not occur until the governing board has reviewed and considered the feedback of the Division of the State Architect, or the one month review period has passed.

No member of the governing board of a school district, nor any employee of a school district, shall be held personally liable for injury to persons or damage to property resulting from the fact that the governing board of the school district used a commercial building pursuant to this subdivision for a school and the building was not constructed under the requirements of Section 17280. This exemption from personal liability for members of the governing board and employees of a school district is not intended to limit the liability of the school district for injury to persons or damage to property resulting from the fact that the governing board or any employee of the school district used a commercial building pursuant to this subdivision for a school and the building was not constructed under the requirements of Section 17280. This exemption from personal liability for members of the governing board and employees of a school district is not intended to limit the liability of the school district, the governing board or the district's employees pursuant to Section 835 of the Government Code. Section 17312 is not applicable to a person who, pursuant to this section, leases or uses a building for a school building that meets the requirements of this section but does not meet the requirements of Section 17280. Approval and use of a building pursuant to subdivision (b) of Section 17285 does not constitute a violation of the Field Act.

(c) A building leased pursuant to Section 17280 may be used after September 1, 1991, as a regional occupational center or program that does not meet the requirements of Section 17280, provided the building satisfies all of the following conditions:

(1) The facility is one of the following:

(A) A single-story, wood-framed structure.

(B) A single-story, light steel frame structure.

(C) A structure for which a structural engineer has submitted a report that certifies that substantial structural hazards do not exist, as to that structure. The governing board of the regional occupational center or program, as provided for under Section 52310.5, shall review the report prior to approval of the lease and may reject the report if there is any evidence of fraud regarding the facts in the report.

(2) The building or structure complies with all applicable local building standards and all applicable local health and safety standards in the community in which it is located.

(3) The governing board of the regional occupational center or program, as provided for under Section 52310.5, certifies to the State Allocation Board that reasonable efforts have been made to locate the regional occupational center or program in facilities that conform to the seismic safety standards set forth in Part 2 (commencing with Section 2-101), Part 3 (commencing with Section 3-089-1), Part 4 (commencing with Section 4-403), and Part 5 (commencing with Section 5-102), of Title 24 of the California Code of Regulations.

(d) On or before September 1, 1994, and every three years thereafter, each governing board of a regional occupational center or program shall report to the State Allocation Board on the facilities utilized for the operation of that center or program and on efforts to place the center or program in facilities that conform to the seismic safety standards described in paragraph (3) of subdivision (b).

Leasing of Buildings/ Equipment	52308	A regional occupational center or program may lease buildings of not more than one story or equipment for a term not to exceed 10 years, subject to an extension for a period not to exceed 10 years, without complying with any other provision of this code relating to the lease of school buildings or equipment.
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Legislative Intent	52300	In enacting this article, it is the intent of the Legislature to provide qualified students with the opportunity to attend a technical school or enroll in a vocational or technical training program, regardless of the geographical location of their residence in a county or region. The Legislature hereby declares that a regional occupational center will serve the state and national interests in providing vocational and technical education to prepare students for an increasingly technological society in which generalized training and skills are insufficient to prepare high school students and graduates, and out-of-school youth and adults for the many employment opportunities which require special or technical training and skills. The Legislature also declares that regional occupational centers will enable a broader curriculum in technical subjects to be offered, and will avoid unnecessary duplication of courses and expensive training equipment, and will provide a flexibility in operation which will facilitate rapid program adjustments and meeting changing training needs as they arise.
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It is recognized by the Legislature that vocational programs may achieve great flexibility of planning, scope and operation by the conduct of such programs in a variety of physical facilities at various training locations.

It is the further intent of the Legislature that regional occupational centers and programs provide vocational and occupational instruction related to the attainment of skills so that trainees are prepared for gainful employment in the area for which training was provided, or are upgraded so they have the higher level skills required because of new and changing technologies or so that they are prepared for enrollment in more advanced training programs.

Minimum Day	52326	The minimum day in a regional occupational center is 180 minutes and the minimum day in a regional occupational program is 60 minutes.
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**Minimum Day - Grade 12		Commencing with the first semester or quarter that begins after January 1, 1984, pupils in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses per quarter. If any pupil in grade 12 is required by medical prescription to attend school for less than five courses during the semester or the equivalent number of courses during the quarter, the average daily attendance allowed for that pupil's attendance shall bear the same proportion to one day of attendance as the number of courses in which the pupil is enrolled bears to five or the equivalent number for the
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the pupil is enrolled bears to five or the equivalent number for the quarter system.

However, this requirement shall not apply to pupils enrolled in regional occupational programs, regional occupational centers, courses at accredited postsecondary educational institutions, independent study, special education programs where the pupil's individualized education program establishes a different number of courses, continuation education classes, work experience education programs approved under the provisions of Article 7 (commencing with Section 51760) of Chapter 5 of Part 28, or any other course of study authorized by the governing board which is equivalent to the approved high school course of study.

***Non-Public High
School Pupil***

52324.5

For the purpose of crediting attendance for apportionments from Section A of the State School Fund during the fiscal year, any person who is concurrently enrolled in a nonpublic high school and in a regional occupational center or program operated under subdivision (a) of Section 52305 and maintained by a district or districts shall be classified as a regular student enrolled in a regular high school program, notwithstanding Section 52610.

For the purposes of this section, a nonpublic high school is a school which satisfies the requirements of Section 48222 if such school is exempt from taxation under Section 214 of the Revenue and Taxation Code, and if instruction in such school is given through grade 12.

***Operation of
Classes Outside
Jurisdiction***

52330

The governing board of any school district or the county superintendent of schools that is operating or jointly operating a regional occupational center or program may establish and maintain regional occupational center or regional occupational program classes in industrial or school facilities located outside of the school district or the jurisdiction of the county superintendent of schools, respectively, for the purpose of providing training for students enrolled in such a center or program.

The governing board of a school district or the county superintendent of schools shall notify the Superintendent of Public Instruction, prior to the establishment of classes pursuant to this section, of the proposed establishment.

***Permanent
Employee
Classification***

44910

Service by a person as an instructor in classes conducted at regional occupational centers or programs, as authorized pursuant to Section 52301, shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district.

This section shall not be construed to apply to any regularly credentialed teacher who has been employed to teach in the regular educational programs of the school district and subsequently assigned as an instructor in regional occupational centers or programs, nor shall it affect the status of regional occupational center teachers classified as permanent or probationary at the time this section becomes effective.

Provisions

52302.5

A regional occupational center or regional occupational program shall:

- (a) Provide individual counseling and guidance in vocational matters.
- (b) Provide a curriculum which includes skill training in occupational fields having current and future needs for such training.
- (c) Provide an opportunity for students to acquire entry level vocational skills which may lead to a combination work-study schedule.

(d) Provide for the upgrading of the vocational skills of students and for retraining where necessary.

(e) Maintain a pupil-teacher ratio which will enable students to achieve optimum benefits from the instructional program.

(f) Assign the highest priority in services to youth from the age of 16 to 18 years, inclusive.

Pupil Eligibility

52314

(a) Except as provided in subdivision (b), any pupil eligible to attend a high school or adult school in a school district subject to the jurisdiction of a county superintendent of schools operating a regional occupational center or regional occupational program, and who resides in a school district which by itself or in cooperation with other school districts, has not established a regional occupational center, or regional occupational program, is eligible to attend a regional occupational center or regional occupational program maintained by the county superintendent of schools. Any school district which in cooperation with other school districts maintains a regional occupational center, or regional occupational program, or any such cooperating school districts may admit to the center, or program, any pupil, otherwise eligible, who resides in the district or in any of the cooperating districts. Any school district which by itself maintains a regional occupational center, or regional occupational program, may admit to the center, or program, any pupil, otherwise eligible, who resides in the district. No pupil, including adults under Section 52610 shall be admitted to a regional occupational center, or regional occupational program, unless the county superintendent of schools or governing board of the district or districts maintaining the center, or program, as the case may be, determines that the pupil will benefit therefrom and approves of his or her admission to the regional occupational center or regional occupational program. A pupil may be admitted on a full-time or part-time basis, as determined by the county superintendent of schools or governing board of the school district or districts maintaining the center, or program, as the case may be.

(b) No pupil shall be eligible to be admitted to a regional occupational center or program, nor may his or her attendance be credited to a regional occupational center or program, until he or she has attained the age of 16 years, unless the pupil meets one or more of the following conditions:

(1) The pupil is enrolled in grade 11 or a higher grade.

(2) The pupil received a referral and:

(A) The pupil is referred to a regional occupational center or program by a school counselor, school administrator, or classroom teacher. The referral shall include a written statement of the reasons why the pupil's educational needs cannot be met without the pupil being enrolled in a regional occupational center or program. Pupils under 16 years of age eligible for enrollment in regional occupational centers and programs under this paragraph include, but are not necessarily limited to, pupils for whom there is a high probability that they will leave school prior to graduation.

(B) The referral is reviewed and approved by the principal of the school in which the pupil is enrolled.

(C) The referral is reviewed and approved by the director of the regional occupational center or program to which the pupil has been referred.

(D) The pupil is enrolled in a high school, which, for purposes of this requirement, means a school that maintains any of grades 9 to 12, inclusive.

(3) The pupil's individualized education program adopted pursuant to the requirements of Chapter 2 (commencing with Section 56300) of Part 30 prescribes occupational training for which his or her enrollment in a regional occupational center or program is deemed appropriate.

(c) Each school district, county superintendent of schools, or joint powers agency which maintains a regional occupational center or regional occupational program shall submit to the State Department of Education, at the time and in the manner prescribed by the Superintendent of Public Instruction, the enrollment and average daily attendance for each grade level and the enrollment and average daily attendance for each exemption set forth in subdivision (b). The State Department of Education shall submit this information to the Legislature and to the Director of Finance by April 1 of each year for the preceding school year.

(a) A regional occupational program or regional occupational center maintained by a school district, county superintendent of schools, or a regional occupational program or regional occupational center maintained by two or more school districts pursuant to a joint powers or cooperative agreement, may admit pupils who reside outside the attendance area of the regional occupational program or regional occupational center.

(b) The average daily attendance for attendance of pupils who reside outside of the regional occupational center or program attendance area and are enrolled in a regional occupational center or program pursuant to Section 52317 shall be credited to the regional occupational center or program that incurs the training costs for purposes of determining state apportionments and the revenue limits.

(c) For purposes of computing the revenue limits for pupils who enroll in a regional occupational center or program outside their district of residence, the regional occupational center or program shall claim its own revenue limit.

(d) The regional occupational center or program is not eligible for state reimbursement for home-to-school transportation allowances for pupils who are enrolled in the regional occupational center or program pursuant to this section.

(a) Every vocational course or program offered by a school district or districts or county superintendent or superintendents sponsoring a regional occupational center or program shall be reviewed every two years by the appropriate governing body to assure that each course or program does all of the following: (1) Meets a documented labor market demand; (2) Does not represent unnecessary duplication of other manpower training programs in the area; and (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any course or program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing body shall be terminated within one year.

(c) The review process required by this section shall include the review and comments by the local private industry council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

***Pupils Living
Outside
Attendance Area***

46606

***Review of
Courses***

52302.3

(d) This section shall apply to each course or program commenced subsequent to the effective date of this section.

Review of Pupil Participation

52304.1

The governing board of each school district maintaining a high school shall annually review and assess the participation of pupils in grades 11 and 12 in regional occupational centers and programs. The governing board shall prepare an annual plan to increase the participation of these pupils unless it determines that there are no additional pupils enrolled in the district who would benefit from this participation.

The governing board shall conduct public hearings for purposes of reviewing the participation of these pupils and for the adoption of the plan required under this section.

Saturday Classes

37223

(a) The governing board of any elementary, high school, or unified school district or any county superintendent of schools may maintain classes on Saturday or Sunday, or both.

The classes may include, but are not limited to, continuation classes, special day classes for mentally gifted minors, makeup classes for unexcused absences occurring during the week, and the programs of a regional occupational center or regional occupational program.

(b) Except as otherwise provided in this code, the attendance of any pupil in a class or program held on a Saturday or Sunday shall not result in the crediting of more than five days of attendance for the pupil per week.

(c) Attendance at classes conducted on Saturday or Sunday, or both, shall be at the election of the pupil or, in the case of a minor pupil, the parent or guardian of the pupil. However, the governing board may require truants, as defined by Section 48260, to attend makeup classes conducted on one day of a weekend.

(d) Except as otherwise provided in this code, any class which is offered on a Saturday or Sunday shall be one offered during the regular Monday through Friday school week.

(e) The voluntary attendance of pupils in approved programs for mentally gifted minors, as defined in Section 52200, in special educational activities conducted on Saturday or Sunday shall not be included in the computation of the average daily attendance of the district.

(f) Subdivisions (b) and (d) of this section shall not apply to regional occupational centers or programs.

School Building Definition

17283

"School building" as used in this article means and includes any building used, or designed to be used, for elementary or secondary school purposes and constructed, reconstructed, altered, or added to, by the state or by any city or city and county, or by any political subdivision, or by any school district of any kind within the state, or by any regional occupational center or program created by or authorized to act by an agreement under joint exercise of power, or by the United States government, or any agency thereof.

Sheltered Workshops

52307

To the extent feasible, in establishing programs pursuant to subdivision (c) of Section 52305, efforts shall be made to work cooperatively with sheltered workshops which are located in the area of such programs.

State Funding Increases

42238.15

(a) Notwithstanding any other provision of law, and in lieu of any inflation or cost-of-living adjustment otherwise authorized for any of the programs enumerated in subdivision (b), state funding for the

programs enumerated in subdivision (b), state funding for the programs enumerated in subdivision (b) shall be increased annually by the product of the following:

(1) The sum of 1.0 plus the percentage change determined under subdivision (b) of Section 42238.1.

(2) The sum of 1.0 plus the percentage of increase, from the prior fiscal year to the current fiscal year, in each of the workload factors described in subdivision (b).

(b) The programs for which annual state funding increases are determined under this section, and the factors used to measure workload for each of those programs, are as follows:

(1) Special education programs and services, as measured by the regular second principal apportionment average daily attendance for kindergarten and grades 1 to 12, inclusive.

(2) Child care and development programs, and preschool programs, as measured by the state population of children up to and including four years of age.

(3) Instructional materials for kindergarten and grades 1 to 8, inclusive, as measured by enrollment in kindergarten and grades 1 to 8, inclusive.

(4) Instructional materials for grades 9 to 12, inclusive, as measured by enrollment in those grades.

(5) Regional occupational programs and centers, as measured by enrollment in grades 11 and 12.

(6) School improvement programs in kindergarten and grades 1 to 6, inclusive, as measured by enrollment in kindergarten and grades 1 to 6, inclusive.

(7) School improvement programs in grades 7 to 12, inclusive, as measured by enrollment in those grades.

(8) Economic impact aid, as measured by the number of children of ages 5 to 17 years, inclusive, from families that receive Aid to Families with Dependent Children and the number of pupils of limited English proficiency, as identified pursuant to Section 52163.

(9) Staff development programs, as measured by enrollment in kindergarten and grades 1 to 12, inclusive.

(10) Gifted and talented education programs, as measured by enrollment in kindergarten and grades 1 to 12, inclusive.

***Student Body
Funds***

48938

In schools or classes for adults, regional occupational centers or programs, or in elementary, continuation, or special education schools in which the student body is not organized, the governing board may appoint an employee or official to act as trustee for student body funds and to receive such funds in accordance with procedures established by the board. These funds shall be deposited in a bank or a savings and loan association, or both, approved by the board and shall be expended subject to the approval of the appointed employee or official and also subject to such procedure as may be established by the board.

***Tenth Grade
Counseling***

48431.6

The governing board of each district maintaining high schools and accepting funds made available for purposes of this section shall establish and maintain a program which ensures that each pupil, upon reaching the age of 16 or prior to the end of the 10th grade, whichever

reaching the age of 16 or prior to the end of the 10th grade, whichever occurs first, has received a systematic review of his or her academic progress and counseling regarding the educational options available to the pupil during the final two years of high school. The program shall be adopted at a public meeting of the governing board, and shall include, but not be limited to, all of the following:

(a) Provision for individualized review of the pupil's academic and deportment records.

(b) Provision for a meeting with the pupil, and where feasible, with the pupil's parent or guardian, to explain the pupil's record, the educational options available to the pupil, the course work and academic progress needed for satisfactory completion of high school, and the effect of such course work and academic progress upon the pupil's options for postsecondary education and employment. Educational options shall include, but not be limited to, regional occupational centers and programs, continuation schools, academic programs, and any other alternatives available to pupils of the district.

(c) Provision for services of teachers, counselors, and others designated by the governing board to provide the individualized review and assistance to pupils pursuant to subdivisions (a) and (b). To the maximum extent feasible, regional occupational center or program counselors shall actively participate in, and the local business community shall be involved in, career guidance activities.

The program shall give first priority to identifying pupils who are not earning credits at a rate which will enable them to graduate with the rest of their class, and to providing these pupils with counseling services funded pursuant to Section 48431.7.

***Transportation
Apportionment***

41850

(a) Apportionments made pursuant to this article shall only be made for home-to-school transportation and special education transportation, as defined in this section.

(b) As used in this article, "home-to-school transportation" includes all of the following:

(1) The transportation of pupils between their homes and the regular full-time day school they attend, as provided by a school district or county superintendent of schools.

(2) The payment of moneys by a school district or county superintendent of schools to parents or guardians of pupils made in lieu of providing for the transportation of pupils between their homes and the regular full-time day schools they attend.

(3) Providing board and lodging to pupils by a school district or county superintendent of schools made in lieu of providing for the transportation of pupils between their homes and the regular full-time day schools they attend.

(4) The transportation of pupils between the regular full-time day schools they would attend and the regular full-time occupational training classes they attend, as provided by a regional occupational center or program.

(5) The transportation of individuals with exceptional needs as specified in their individualized education programs, who do not receive special education transportation as defined in subdivision (d).

(6) The payment of moneys by a school district or county superintendent of schools for the replacement or acquisition of school buses.

buses.

(c) For purposes of this article, the computation of the allowances provided to a regional occupational center or program shall be subject to all of the following:

(1) A regional occupational center or program shall receive no allowance for 50 percent of the total transportation costs.

(2) A regional occupational center or program shall be eligible for a transportation allowance only if the total transportation costs exceed 10 percent of the total operational budget of the regional occupational center or program.

(3) A regional occupational center or program eligible for a transportation allowance pursuant to paragraph (2) shall receive an amount equal to one-third of the transportation costs subject to reimbursement.

(d) As used in this article, "special education transportation" means either of the following:

(1) The transportation of severely disabled special day class pupils, and orthopedically impaired pupils who require a vehicle with a wheelchair lift, who received transportation in the prior fiscal year, as specified in their individualized education program.

(2) A vehicle that was used to transport special education pupils.

***Transportation
Apportionment:
Excess Funding
Allocation***

41851.11

(a) For any fiscal year that the amount of funding allocated in the annual Budget Act for home-to-school transportation allocations pursuant to this article, exceeds the amount appropriated for that purpose in the previous fiscal year, exclusive of supplemental grant funding, the Superintendent of Public Instruction shall allocate the amount in excess to each eligible school district that receives a state apportionment for home-to-school transportation pursuant to this article according to the following formula:

(1) The amount of each school district's unreimbursed cost of transportation per unit of average daily attendance, as adjusted for walking distance, that cannot be recovered through transportation fees, shall be determined as follows:

(A) Add the approved cost of home-to-school transportation for the school district for the prior fiscal year to the approved cost of special education transportation for the school district for the prior fiscal year.

(B) Add the following amounts:

(i) The home-to-school transportation allowance for the school district for the prior fiscal year less all amounts received in that allowance for transportation associated with regional occupational centers, regional occupational programs, and adjustments to correct prior fiscal year home-to-school transportation allowances.

***Transportation
Cost to Parents***

38028

When the governing board of any school district provides for the transportation of pupils to and from schools in accordance with the provisions of Section 38020, or between the regular full-time day schools they would attend and the regular full-time occupational training classes attended by them as provided by a regional occupational center or program, the governing board of the district may require the parents and guardians of all or some of the pupils

transported, to pay a portion of the cost of such transportation in an amount determined by the governing board.

The amount determined by the board shall be no greater than the statewide average nonsubsidized cost of providing such transportation to a pupil on a publicly owned or operated transit system as determined by the Superintendent of Public Instruction, in cooperation with the Department of Transportation.

For the purposes of this section, "nonsubsidized cost" means actual operating costs less federal subventions.

The governing board shall exempt from these charges pupils of parents and guardians who are indigent as set forth in rules and regulations adopted by the board.

No charge under this section shall be made for the transportation of handicapped children.

Nothing in this section shall be construed to sanction, perpetuate, or promote the racial or ethnic segregation of pupils in the schools.

Waiver Process 33050

(a) The governing board of a school district or a county board of education may, on a district wide or countywide basis or on behalf of one or more of its schools or programs, after a public hearing on the matter, request the State Board of Education to waive all or part of any section of this code or any regulation adopted by the State Board of Education that implements a provision of this code that may be waived, except:

(1) Article 1 (commencing with Section 15700) and Article 2 (commencing with Section 15780) of Chapter 6 of Part 10.

(2) Chapter 8 (commencing with Section 16000) and Chapter 9 (commencing with Section 16400) of Part 10.

(3) Chapter 22 (commencing with Section 17700), Chapter 23 (commencing with Section 17760), and Chapter 25 (commencing with Section 17785) of Part 10.

(4) Part 13 (commencing with Section 22000).

(5) Section 35735.1.

(6) Paragraph (8) of subdivision (a) of Section 37220.

(7) The following provisions of Part 23:

(A) Chapter 1 (commencing with Section 39000).

(B) Article 1 (commencing with Section 39100) to Article 6 (commencing with Section 39210), inclusive, of Chapter 2.

(C) Section 39248; Sections 39313 to 39325, inclusive; Sections 39360.5 and 39363 and subdivision (a) of Section 39363.5; and Sections 39618 to 39621, inclusive.

(8) Sections 52163, 52165, 52166, and 52178.

(9) Article 3 (commencing with Section 52850) of Chapter 12 of Part 28.

(10) The identification and assessment criteria relating to any categorical aid program, including Sections 52164.1 and 52164.6.

(11) Sections 41000 to 41360, inclusive; Sections 41420 to 41423, inclusive; Sections 41600 to 41866, inclusive; Sections 41920 to 42911, inclusive; Article 3 (commencing with Section 44930) of Chapter 4 of Part 25; Part 26 (commencing with Section 46000) and Chapter 6 (commencing with Section 48900) and Chapter 6.5 (commencing with Section 49060) of Part 27; or regulations in Title 5 of the California Code of Regulations adopted pursuant to Article 3 (commencing with Section 44930) of Chapter 4 of Part 25.

(12) Section 51513.

(13) Chapter 6.10 (commencing with Section 52120) of Part 28, relating to the Class Size Reduction Program.

(14) Section 56364.1, except that this restriction shall not prohibit the State Board of Education from approving any waiver of Section 56364 or Section 56364.2, as applicable, relating to full inclusion.

(15) Article 4 (commencing with Section 60640) of Chapter 5 of Part 33, relating to the STAR Program, and any other provisions of Chapter 5 (commencing with Section 60600) of Part 33 that establish requirements for the STAR Program.

(b) Any waiver of provisions related to the programs identified in Section 52851 shall be granted only pursuant to Article 3 (commencing with Section 52850) of Chapter 12 of Part 28.

(c) The waiver of an advisory committee required by law shall be granted only pursuant to Article 4 (commencing with Section 52870) of Chapter 12 of Part 28.

(d) Any request for a waiver submitted by the governing board of a school district or a county board of education pursuant to subdivision (a) shall include a written statement as to (1) whether the exclusive representative of employees, if any, as provided in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, participated in the development of the waiver and (2) the exclusive representative's position regarding the waiver.

(e) Any request for a waiver submitted pursuant to subdivision (a) relating to a regional occupational center or program established pursuant to Article 1 (commencing with Section 52300) of Chapter 9 of Part 28, that is operated by a joint powers entity established pursuant to Chapter 5 (commencing with Section 6500) of Division 7 of Title 1 of the Government Code, shall be submitted as a joint waiver request for each participating school district and shall meet both of the following conditions:

(1) Each joint waiver request shall comply with all of the requirements of this article.

(2) The submission of a joint waiver request shall be approved by a unanimous vote of the governing board of the joint powers agency.

(f) The governing board of any school district requesting a waiver under this section of any provision of Article 5 (commencing with Section 39390) of Chapter 3 of Part 23 shall provide written notice of any public hearing it conducted pursuant to subdivision (a), at least 30 days prior to the hearing, to each public agency identified under Section 39394.

CALIFORNIA CODES
TITLE V
RELATED TO REGIONAL OCCUPATIONAL PROGRAMS

Administration	11507	Each Regional Occupational Center or Regional Occupational Program shall be organized and administered in such manner that there will be a clear and separate audit trail of all income and expenditures, of all agreements and contracts, of enrollments, and of all other statistical information pertaining to fiscal and instructional accountability.
Applications for Establishment	11502	County Superintendents or cooperating school districts desiring to establish a Regional Occupational Center or a Regional Occupational Program shall submit an application to the State Board of Education that includes such detail as to both explain and justify the intended operation, including compliance with all requirements in this Chapter and those delineated in Chapter 14 of Division 6 of the Education Code.
Attendance Recording	401	<p>(a) Elementary school attendance shall be kept in a state school register, as required by Section 44809, except when a central file is maintained as authorized by Education Code Section 44809.</p> <p>(b) High school attendance (including junior high school) shall be kept on forms approved by the State Department of Education.</p> <p>(c) In all high schools, except those listed in (d) of this section, each teacher shall be required to submit to the principal, at least once each school day, a report of attendance for each period of the day in which he conducts classes, listing the names of all pupils absent in any period.</p> <p>(d) In all classes for adults, continuation schools, and classes, and regional occupational centers and programs, attendance shall be reported to the supervising administrator at least once each school month.</p>
Attendance Reported by Clock Hour	406	<p>Attendance shall be reported in clock hours for the following:</p> <p>(a) Pupils enrolled for less than the minimum school day.</p> <p>(b) Pupils in classes for adults wherever held pursuant to the Education Code.</p> <p>(c) Pupils enrolled in work experience programs.</p> <p>(d) Pupils in continuation education schools or classes.</p> <p>(e) Pupils in regional occupational centers or regional occupational programs.</p> <p>(f) Pupils in summer schools.</p> <p>(g) Physically handicapped pupils.</p> <p>(1) Adults and minors receiving individual instruction in home or hospital.</p> <p>(2) Pupils sixteen years of age or over who are enrolled in an occupational training program, i.e., sheltered workshop, pursuant to Education Code Section 46500.</p> <p>(h) Educationally handicapped minors receiving individual instruction in home or hospital or children's institution pursuant to</p>

instruction in home or hospital or children's institution pursuant to Education Code Section 46511.

**Cooperative
Vocational
Education
Student**

10103

In order to qualify for participation in cooperative vocational education, a student shall:

(a) Be at least 16 years of age except, a student with exceptional needs, including, but not limited to, financial or motivational needs as determined by the principal or local educational director.

(b) Be a full-time student. For the purpose of this section, a full-time student means one of the following:

(1) A student enrolled in continuation/alternative education.

(2) A student enrolled in a regional occupational center or regional occupational program.

(3) A student enrolled in the regular school for the minimum day, excluding cooperative vocational education.

(4) A student enrolled in a summer school approved pursuant to regulations of the State Board.

(c) Have parental or guardian approval if under 18 years of age.

(d) Be currently enrolled in the approved vocational education course/program.

**Counseling
and
Guidance**

11505

A Regional Occupational Center or a Regional Occupational Program shall provide individual vocational counseling and guidance directly supportive of, and contributory to, the instructional programs that constitute the course offerings of the Regional Center or Regional Occupational Program. The counseling and guidance services funded pursuant to the provisions of Article 1, Chapter 9, Part 28, Division 4, Title 2* of the Education Code shall not be construed as general support for guidance and counseling services for the total school enrollment or for the total vocational education enrollment in a school.

**Course
Approval**

11503

Curriculum provided by a Regional Occupational Center or a Regional Occupational Program shall be subject to the approval of the State Department of Education and shall comply with all requirements and standards set forth in the California State Plan for Vocational Education and this Chapter.

The State Department of Education shall periodically review approved courses for compliance with the California Five-Year State Plan for Vocational Education and this Chapter. A course found to be out of compliance shall be placed on conditional approval.

The State Department of Education shall withdraw course approval if a conditionally approved course is not brought into compliance.

All course approval records such as those documenting compliance with Section 11504(a) through (1) shall be maintained in the administrative office of each Regional Occupational Center or Regional Occupational Program for a period of three years and shall be subject to review and audit by the State Department of Education.

**Course
Approval
Criteria**

11504

Generalized training courses are not appropriate. For the purpose of this section, "generalized courses" includes courses in general education, industrial arts, and basic adult education.

(a) The only courses which are appropriate for a Regional Occupational Center and a Regional Occupational Program to offer are

Occupational Center and a Regional Occupational Program to offer are those courses which provide vocational or technical training for students who are not presently served through such courses offered by the high schools, community colleges, and adult schools in the region served by the Regional Occupational Center or Regional Occupational Program.

(b) Opportunity for enrollment shall be available to eligible students in the region served.

(c) The course does not unnecessarily duplicate course offerings already available in the region served. Consideration will be given to action taken by regional adult and vocational education councils.

(d) The course does not unnecessarily duplicate vocational educational opportunities offered by community colleges serving the same geographical region.

(e) The course provides vocational education opportunities for a greater number of students than would otherwise be possible.

(f) Evidence indicates that more efficient use is made of facilities, personnel and services than when the course is provided for the students of a school unit. Such evidence shall include, but is not limited to the following:

(1) The facility used and equipment in the Regional Occupational Center or Regional Occupational Program is better related to the needs of business, industry, and students.

(2) The facilities, equipment, and vocational instructional personnel of the Regional Occupational Center or Regional Occupational Program will be utilized by more students than would be utilized by a local high school unit.

(g) Opportunity is increased for vocational education services to students regardless of their geographical location or residence in the region served.

(h) Use of supportive resources for vocational education, including, but not limited to, industry cooperation and community facilities is increased.

(i) There is evidence that use is being made of subject area advisory committees in determining courses appropriate for Regional Occupational Centers or Regional Occupational Programs. Such evidence shall include, but not be limited to, the following:

(1) The majority of the committee membership shall represent the occupation for which instruction is given.

(2) Documentation of advisory committee minutes, with recommendations in regard to the course being offered, shall be on file.

(j) The courses offered in a Regional Occupational Center or Regional Occupational Program shall only be for providing training, upgrading, and retraining in recognized occupations and/or emerging occupations to meet the labor demand as determined and verified by the Regional Occupational Center or Regional Occupational Program.

(k) The course shall not unnecessarily reduce or supplant the vocational education efforts of any participating district but shall become an extension or augmentation of vocational education

opportunities and enrollments in the participating districts.

(l) Instruction in the course is being provided by an instructor meeting the requirements pursuant to Education Code Section 52323, the California State Plan for Vocational Education, and providing immediate supervision and control as defined by Section 10091 of this title.

Course Review 11611

(a) In reviewing plans to offer courses and programs, a council must necessarily examine the content of the courses and programs. However, the recommendations submitted to the Superintendent and Chancellor shall be addressed to the elimination of unnecessary duplication of courses and programs.

(b) The council shall not make recommendations relative to course content, course title, method of instruction or qualifications of instructors. Each council shall include, in its review, appropriate labor market supply and demand, population and other data to make its determinations.

(c) For purposes of Education Code Section 8030, a local educational agency includes a regional occupational center and a regional educational program.

**Definition -
Average Daily
Attendance**

15371

"Average Daily Attendance" (hereafter referred to as ADA). Unless otherwise indicated, attendance is measured as the count of daily attendance averaged over the school year consisting of at least 175 school days meeting for the minimum length school day as specified in the Education Code. For classes for adults and classes for regional occupational centers or programs pursuant to Education Code Section 41601, the average daily attendance shall be determined by dividing the total number of days of attendance in all full school months in the first period of attendance by a divisor of 70, in the second period by 135, and at annual time by 175. For classes for adults and classes for regional occupational centers or programs, three hours of attendance are equal to one apportionment day of attendance. There are three attendance periods for each fiscal year. The First Principal attendance period, designated P1, is the attendance count from July 1 through December 31, and is used to compute the First Principal Apportionment due February 20 of the fiscal year. The second principal attendance period, designated P2, is the attendance count from July 1 through the last school month that ends on or before April 15 of the fiscal year, and is used to compute the Second Principal Apportionment due June 25 of the fiscal year. Annual Attendance is the attendance count from July 1 through June 30 of the fiscal year.

**Definition -
Average Daily
Attendance**

15401

"Average Daily Attendance" (hereinafter referred to as ADA). Unless otherwise indicated below, attendance is measured as the count of daily attendance averaged over the school year consisting of at least 175 school days meeting for the minimum length school day as specified in the Education Code. For Regional Occupational Centers/Programs pursuant to Section 41601 (Education Code), the average daily attendance in all full school months in the first period of attendance by a divisor of 70, in the second period by 135, and at annual time by 175. For ROC/Ps, three hours of attendance are equal to one apportionment day of attendance.

**Definition -
School Day**

15510

For the purposes of this article, a school day is defined as enrollment for a minimum of 180 minutes daily in preschool and kindergarten; 180 minutes in continuation and opportunity schools or classes; 180 minutes in Regional Occupational Centers and Regional Occupation Programs, except that no mandate exists when a meal is offered at any regular day school of enrollment; 230 minutes in grades 1, 2, and 3; and 240 minutes in grades 4 through 8, 9 through 12, summer

3; and 240 minutes in grades 4 through 8, 9 through 12, summer school and intersession programs in year-around schools. When free or reduced price meals are served to needy pupils enrolled for less than the school day prescribed by this section, such meals served are eligible for reimbursement in the same manner as are meals served to pupils enrolled for the school day prescribed by this section.

Definitions

11501

(a) A Regional Occupational Center is a vocational or technical training program established and maintained in a separate, identifiable physical facility pursuant to Article 1, Chapter 9, Part 28, Division 4, Title 2* of the Education Code.

(b) "Region served" means the area of a county or counties which constitutes the attendance area of the high school district or districts that form the membership of a Regional Occupational Center and Program.

(c) A "school unit" within a participating district includes, but is not limited to: a community college, a high school, a continuation high school or continuation classes, an adult school or classes for adults, or a private school.

(d) "Course/class" means any credit or noncredit instructional unit in a subject area or field of organized knowledge, usually provided on a semester, year, or other prescribed length-of-time basis.

(e) "Section" means a multiple of identical classes in a specific subject having the same goals, objectives, and outcomes.

(f) "Curriculum" means the courses of study, courses, subjects, classes, section, and organized group activities provided by a school and/or Regional Occupational Center or Regional Occupational Program.

(g) "Unnecessary duplication of courses and programs" means that two local educational agencies or programs, including Regional Occupational Centers or Regional Occupational Programs offer the same vocational or adult course or program to the same type of student population using similar operational characteristics as to prerequisites unless one agency reports that it cannot meet the needs of all students requiring such courses and programs.

(h) "Supplanting" occurs when a course, class, or a section has been dropped by a school unit and is replaced by another educational agency, including a Regional Occupational Center or Regional Occupational Program, without major revision of the curriculum, student population served, and/or projected course outcomes.

(i) "Regional adult and vocational education councils" are those councils described in Article 2 (commencing with Section 8020), Chapter 1, Part 6, Division 1, Title 1* of the Education Code.

(j) "Individual vocational counseling and guidance services" means services designed to:

(1) Identify and encourage the enrollment of individuals in courses offered by a Regional Occupational Center or Regional Occupational Program.

(2) Provide the individuals with information necessary to make meaningful and informed occupational choices.

(3) Assist students pursuing a program of vocational instruction in the Regional Occupational Center or Regional Occupational Program.

(k) A "county labor council, as used in subsection (a)(4) of Section 52306* of the Education Code," means the Central Labor Council or the Central Buildings and Trades Council having jurisdiction in the area served by the Regional Occupational Center or Regional Occupational Program.

Evaluation

11506

Each Regional Occupational Center or Regional Occupational Program shall submit to the Department of Education in such detail, at such time, and in such manner as the Department of Education deems necessary, an evaluation of the Regional Occupational Center or Regional Occupational Program. This evaluation shall include but not be limited to the following information:

(a) Analysis of the cost of individual centers, programs, and services.

(b) Enrollments defined in terms of high school students, post-high school students, and adults.

(c) Number of trainees employed in specific entry-level occupations.

(d) Number of trainees continuing training in other institutions.

(e) Dropout rates and placement data.

(f) Activities pursuant to Education Code Sections 52305(c), 52306 and 52307.

**Operating a
Business**

11508

(a) Regional Occupational centers and regional occupational programs may establish and operate business, commercial, trade, manufacturing or construction activities which may include the sale of products or services to private or public corporations or companies, or to the general public as authorized in subdivision (c) of Education Code Section 52305.

(b) Where the activities described in subsection (a) of this section include the sale of products or services to private or public corporations or companies, or to the general public, the regional occupational center or regional occupational program shall request prior approval from the State Department of Education. Application for approval shall be submitted on a form prescribed by the Superintendent of Public Instruction and the proposal therein shall comply with all the conditions set forth in Education Code Sections 52306 and 52307.

Provisions

11500

The provisions of this chapter apply to all Regional Occupational Centers and Regional Occupational Programs established and maintained under the authority of Article 1 (commencing with Section 52300), Chapter 9, Part 28, Division 4, Title 2* of the Education Code.

**LABOR CODES
RELATED TO
REGIONAL OCCUPATIONAL PROGRAMS**

***Workers'
Compensation***

3368

Notwithstanding any provision of this code or the Education Code to the contrary, the school district, county superintendent of schools, or any school administered by the State Department of Education under whose supervision work experience education, cooperative vocational education, or community classrooms, as defined by regulations adopted by the Superintendent of Public Instruction, or student apprenticeship programs registered by the Division of Apprenticeship Standards for registered student apprentices, are provided, shall be considered the employer under Division 4 (commencing with Section 3200) of persons receiving this training unless the persons during the training are being paid a cash wage or salary by a private employer. However, in the case of students being paid a cash wage or salary by a private employer in supervised work experience education or cooperative vocational education, or in the case of registered student apprentices, the school district, county superintendent of schools, or any school administered by the State Department of Education may elect to provide workers' compensation coverage, unless the person or firm under whom the persons are receiving work experience or occupational training elects to provide workers' compensation coverage. If the school district or other educational agency elects to provide workers' compensation coverage for students being paid a cash wage or salary by a private employer in supervised work experience education or cooperative vocational education, it may only be for a transitional period not to exceed three months. A registered student apprentice is a registered apprentice who is (1) at least 16 years of age, (2) a full-time high school student in the 10th, 11th, or 12th grade, and (3) in an apprenticeship program for registered student apprentices registered with the Division of Apprenticeship Standards. An apprentice, while attending related and supplemental instruction classes, shall be considered to be in the employ of the apprentice's employer and not subject to this section, unless the apprentice is unemployed. Whenever this work experience education, cooperative vocational education, community classroom education, or student apprenticeship program registered by the Division of Apprenticeship Standards for registered student apprentices, is under the supervision of a regional occupational center or program operated by two or more school districts pursuant to Section 52301 of the Education Code, the district of residence of the persons receiving the training shall be deemed the employer for the purposes of this section.

**UNEMPLOYMENT INSURANCE CODES
RELATED TO
REGIONAL OCCUPATIONAL PROGRAMS**

***Performance
Based
Accountability***

15037.1

Section 1. Section 15037.1 of the Unemployment Insurance Code is amended to read:

(a) The state council shall be responsible for developing an education and job training report card program to assess the accomplishments of California's work force preparation system.

(1) A subcommittee of the state council shall be established for this purpose.

(2) The subcommittee shall be comprised of three private sector members of the state council, the director of the department, the Superintendent of Public Instruction, the Chancellor of the California Community Colleges, or their designees, and representatives of programs that are to be measured under the report card program.

(3) The subcommittee shall be responsible for designing and implementing, or contracting with an operating entity for the implementation of, a system that can compile, maintain, and disseminate information on the performance of providers, programs, and the overall work force preparation system.

(b) By January 1, 2001, the subcommittee or an operating entity under contract to the subcommittee shall operate a comprehensive performance-based accountability system that matches the social security numbers of former participants in state education and training programs with information in files of state and federal agencies that maintain employment and educational records and identifies the occupations of those former participants whose social security numbers are found in employment records.

(c) This system shall measure the performance of state and federally funded education and training programs for the purpose of system, program, and instructional improvement. Programs to be measured shall include programs in receipt of funds from the Job Training Partnership Act, the Carl D. Perkins Vocational Education Act, the Job Opportunities and Basic Skills program, the Food Stamp Employment and Training program, the Wagner Peyser Act, the Employment Training Panel, adult education programs as defined by paragraph (9) of subdivision (b) of Section 10521, basic vocational rehabilitation services as defined by Part B of Title 1 of the federal Vocational Rehabilitation Act of 1973, as amended (29 U.S.C. Sec. 701 et seq.), vocational education programs, and certificated community college programs.

(d) Job training and education providers receiving funding identified in subdivision (c) shall, to the extent permitted by federal law, request social security numbers from each participant 18 years of age and over and not currently enrolled in high school and participating in a work force preparation program and shall report to the subcommittee or an operating entity under contract to the subcommittee, as the case may be, on participant social security numbers and economic and demographic characteristics, including, but not limited to, age, gender, race or ethnicity, and education achievement. The state council shall establish the acceptable format and timeframes for data submission.

(e) The Superintendent of Public Instruction shall ensure that local education agencies that operate programs specified in subdivision (c) comply with the federal Privacy Act of 1974 by issuing the following

notice to all participants in work force preparation programs:

PBA PRIVACY NOTICE AND STUDENT CONSENT FORM

PRIVACY NOTICE AND INFORMATION FOR STUDENTS:

The State Job Training Coordinating Council (SJTCC) is gathering information about students to evaluate California's work force training system. The SJTCC is asking for your social security number and other information, as listed below. If you agree, the school will report the following information: your name; social security number; birth date; gender; ethnicity; date of enrollment and departure from this work force education or training program; the type and amount of training and services received; whether you are economically disadvantaged, disabled, a dislocated worker, a displaced homemaker, or a veteran; whether you are deficient in basic skills or limited in English proficiency; and your education achievement level. The SJTCC will keep this information on file in its Performance Based Accountability (PBA) System. During the three years after you complete or leave this training program, the SJTCC will gather information related to your enrollment in other education programs, your status in the work force (type of employment, wages earned, unemployment or disability payments received); and enrollment in any welfare program. All information about you and other students will be summed up by the SJTCC to determine the success of the work force training programs you are enrolled in. You will not be individually identified in any reports made to the public. Other state and federal government agencies that are concerned with the administration of work force development programs may have access to your individual data. You may decide whether to provide your social security number and release the other information; it is voluntary. If you do not wish to release this information, you can still enroll in work force education and training programs, or in any other education program. Your grades will not be affected. Authority to ask for your social security number for this purpose is in Section 15037.1 of the California Unemployment Insurance Code. After you have read this form, please mark one of the choices below, then sign and date the form. Return the form to your school as soon as possible. If you would like a copy for your records, please make a copy after you have signed it and before you submit it to your school.

STUDENT CONSENT (Only students who are 18 years of age or older, and not enrolled in high school, should complete and sign this form.)

Name of student (type or print): _____

??YES I have been informed of the ways my social security number and other information will be used. I have voluntarily decided to provide this information.

My Social Security Number is ____-____-____
??NO. I do not want to give my social security number or other information. I have voluntarily decided NOT to provide this information.

Student Signature

Date

June 1998

(f) The Superintendent of Public Instruction may modify the privacy notice set forth in subdivision (e) in order to comply with federal privacy

law with prior notice to the Assembly Committee on Labor and Employment and the Senate Committee on Industrial Relations.

(g) The system shall be designed to measure factors such as:

- (1) Amount and source of funding.
- (2) Program entrance and successful completion rates.
- (3) Employment and wage information for one and three years after completion of training.
- (4) The relationship of training to employment.
- (5) Academic achievement for one and three years after completion of training.
- (6) Achievement of industry skill standard certifications, where they exist.
- (7) Return on public investment.

(h) Based upon the information compiled pursuant to this section, the subcommittee or an operating entity under contract to the subcommittee, as the case may be, shall, by December 31, 1997, and each December 31 thereafter, do all of the following:

(1) Prepare and disseminate report cards for all training and education providers in receipt of funds included in the tracking system.

(2) Prepare and disseminate local and statewide report cards that measure the outcomes of the individual programs that operate as part of the work force development system.

(3) Prepare and disseminate a state report card that measures the performance of the entire system of work force preparation and the effectiveness of the system in meeting employers' needs for educated and trained workers and the clients' needs for improving their economic well-being.

(i) The state council shall develop objective performance standards emphasizing the principles of continuous improvement for the programs covered under this section, and a system of sanctions and incentives to encourage performance that meet these standards.

(j) The state council shall explore the feasibility of including the following persons in this system:

- (1) Attendees at private postsecondary institutions.
- (2) Recipients of federal student loans.
- (3) Recipients of Pell grants.
- (4) Pupils in grades 11 and 12.
- (5) Students enrolled in any community college, California State University, or University of California program.

(k) The sole purpose of this section is to assess the performance of state and federal employment and training providers and programs in preparing Californians for the work force. Collection and use of social security numbers pursuant to this section shall be consistent with the requirements of Section 7 of the federal Privacy Act of 1974 (P.L. 93-579) and Section 405(c)(2)(C) of Title 42 of the United States Code. Notwithstanding Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code, or any other provision of law, the social security number of any person obtained pursuant to this section is not a public record, and shall not be disclosed except for the purpose of this section. Information obtained pursuant to this section shall not be sold or distributed to any entity without prior consent from the individual, or his or her parent or guardian, with respect to whom the information is gathered. This subdivision does not prohibit the exchange of information with other governmental departments and agencies, both federal and state, that are concerned with the

administration of work force development programs. Neither the subcommittee nor an operating entity under contract to the subcommittee, as the case may be, may make public any information that could identify an individual or his or her employer.

(l) An education and training program that requires information gathered by the education and job training report card program shall use the report card program and shall not initiate automated matching of records in duplication of methods already in place as a result of the report card program.

(m) Funding for the development and maintenance of the education and job training report card program shall be made available on a shared basis by the programs the report card program is measuring, to the extent authorized by federal and state law. The subcommittee, or the operating entity under contract to the subcommittee, shall have the authority to assess each of the programs with an appropriate share of the costs of the report card program. Administrative funds currently used for program followup activities for the identified programs shall be redirected for this purpose, if authorized by federal law.

(n) The state council shall apply for any federal waivers that may be necessary to implement this section.

**Workforce
Development
Plan**

11010

Section 1. Section 11010 of the Unemployment Insurance Code is amended to read:

(a) The Legislature finds and declares the following:

(1) California must have a world class system of education and training linked to economic development in order to meet the demands of global economic competition.

(2) The California Economic Strategy Panel determined that California's economy is undergoing a dramatic transformation whereby California is in an established leadership position with respect to a number of emerging industries representing a new economy of the 21st century, and that education and work force preparation are critical to the growth and competitiveness of California's economy.

(3) California's work force preparation programs, including job training, job placement, and education, spend over six billion dollars (\$6,000,000,000) annually serving 6,700,000 students, displaced and unemployed workers, welfare recipients, and incumbent workers.

(4) At least 22 state programs and many federal and local programs provide these work force preparation services.

(5) With the increasing demand to educate and train the youth and adults in this state with the skills necessary to obtain and retain employment especially in the industries essential for its economic growth, California needs to maximize the effective use of resources for its work force preparation programs to create a more coherent, comprehensive, accountable, and customer-focused system.

(6) An effective work force preparation system is necessary for California to meet the time limit and work force preparation requirements of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (P.L. 104-193).

(7) In order to accomplish this, the public and private sector entities responsible for economic development, education, and work force preparation must collaborate at the state and local levels.

(8) This collaboration must be compatible with the existing missions and governance structures of all entities involved.

(9) The major objective of this act is the integration of existing local and regional partnerships that support initiatives in education reform, work force preparation, and economic

in education reform, work force preparation, and economic development.

(10) In order to promote this collaboration, the Secretary of the Health and Welfare Agency, the Secretary of the Trade and Commerce Agency, the Chancellor of the California Community Colleges, and the Superintendent of Public Instruction shall, in consultation with state, regional, and local stakeholders, and customers, collaborate in the development of a state work force development system and shall encourage and support local partners to develop regional work force collaboratives. (b) The Legislature hereby enacts the Regional Workforce Preparation and Economic Development Act to demonstrate how, through the collaboration of state and local resources, education, work force preparation and economic development services can be delivered to clients in a more responsive, integrated, and effective manner.

Section 2. Section 11011 of the Unemployment Insurance code is amended to read:

(a) On or before April 1, 1998, the Secretary of the Health and Welfare Agency, the Secretary of the Trade and Commerce Agency, the Chancellor of the California Community Colleges with the consent of the Board of Governors, and the Superintendent of Public Instruction, with the consent of the State Board of Education, shall enter into a memorandum of understanding to develop and maintain a plan including a schedule to do the following:

(1) (A) Develop a state work force development plan to create an integrated, high-quality work force development system out of the current array of job training and vocational education programs in order to prepare emerging, transitional, and current workers to be employed in the state's global economy. The plan shall serve as a framework for the development of public policy, fiscal investment, and operation of all state work force education and training programs.

(B) The plan, which shall be updated every five years, shall, at a minimum, include all of the following:

(i) Long term goals for the state's work force development system.

(ii) Short term objectives and benchmarks that the state will use to measure its progress towards meeting the state's goals for the state work force development system and its programs.

(iii) Identification of the role each institution and program plays in the statewide system and mechanism of articulation among programs.

(iv) A strategy for assessing unmet work force preparation needs and areas of duplicative services and a description of measures to assure coordination, eliminate duplication, and maximize or redirect funding to more effectively deliver services to meet the state's work force development needs.

(v) A strategy for consolidating multiple planning processes.

(vi) A strategy with benchmarks for implementing a system of universal access to work force development services ensuring access to comprehensive services in all rural and urban areas of the state.

(C) The plan shall be developed through a collaborative process that shall include review and input by state, regional, and local work force education and training providers, private industry councils, and representatives of business and labor.

(D) A report with final recommendations on how state, local, and regional agencies and programs can deliver seamless, high-quality services to clients shall be transmitted to the Governor and the Legislature by October 1, 1999.

(2) Initiate a competitive process to select a minimum of five regional education, work force preparation, and economic development collaboratives, known as regional collaboratives, that will receive financial and program incentives to develop local partnerships to maximize the delivery of employment, training, and education services. These partnerships shall collaborate in the development of shared systems to improve their efficiency and effectiveness in delivering work force development services.

(3) Identify new and redirected resources, federal and state waivers, and legislative changes necessary to enhance the effectiveness of regional collaboratives.

(A) Regional collaboratives shall have representation from the following public and private entities:

(i) The Employment Development Department.

(ii) The local Job Training Partnership Act administrative entity.

(iii) Community college districts.

(iv) Local school districts, including those that provide adult education and regional occupational centers or programs.

(v) Regional occupational centers serving adults.

(vi) Entities administering local public assistance welfare-to-work programs.

(vii) Local economic development organizations.

(viii) The private sector, including both business and labor. In addition, the competitive selection process shall emphasize the expectation that these regional collaboratives will have broad representation of all public, private, and nonprofit agencies that have an interest in education, economic development, welfare-to-work, and work force development.

(c) Regional collaboratives shall be selected and shall receive financial and program incentives effective July 1, 1998.

(d) From existing state and federal funds available for expenditure for the purposes of this section, the state partners shall identify five million dollars (\$5,000,000) per year for each of three years for distribution to a minimum of five regional collaboratives, in order to create systemic change that results in increased collaboration and service delivery within each region.

Section 3. Section 15037 of the Unemployment Insurance Code is amended to read: 15037. The state council shall:

(a) Review and comment on the state work force development plan developed pursuant to Section 11011.

(b) Develop and recommend to the Governor and the Legislature a coordination and special services plan, which includes a dislocated workers assistance plan, in accordance with Chapter 4.5 (commencing with Section 10510) of Part 1 of Division 3.

(c) Recommend to the Governor local service delivery areas. To the extent permitted by federal law, designation of service delivery areas shall reflect the intent of the Legislature to integrate and coordinate employment and training services, public assistance programs, and other educational and training efforts as may exist which are designed to assist individuals in preparing for participation in the labor force.

(d) To the extent permitted by federal law, establish policies which shall be followed by the department in performing all of the following functions:

(1) Approval of local service delivery area plans.

(2) Establishment of standards, criteria, and reporting requirements established by the department pursuant to this division with respect to local service delivery area plans.

(3) Allocation of funds for local service delivery area plans, including funds for plans submitted under Chapter 7.5 (commencing with Section 15075).

(e) Plan, review and approve the allocation, recapture, and reallocation of federal funds received by the state pursuant to the federal Job Training Partnership Act. Funds received by the state in accordance with Sections 202(c)(1)(C) and 262 (c)(1)(C) of that act shall be allocated to the Superintendent of Public Instruction as necessary to meet the need determined by the superintendent pursuant to Section 33117.5 of the Education Code. The state council shall be deemed to have approved the disbursement of funds when the Governor approves a decision of the state council specifying a budget for an authorized program or activity and designating the department or agency responsible for the expenditure of the budgeted funds. An agreement shall be entered into between the Employment Development Department and the State Department of Education and shall provide that Job Training Partnership Act funds provided for the purposes of Section 33117.5 of the Education Code shall be utilized for payment to local educational agencies.

(f) Review and approve the annual labor market and occupational supply and demand information plan developed pursuant to Section 10532.

(g) Consider and advise the director on all matters connected with the administration of this code as submitted to it by the director, and may upon its own initiative recommend changes in administration as it deems necessary.

(h) Review and comment to the Governor and the Legislature on the annual report prepared in accordance with Section 15064.

(i) Serve as the body responsible for making recommendations to the Governor when the director proposes to withdraw funding pursuant to Section 15028.

Section 4. Section 15076.7 of the Unemployment Insurance Code is repealed.

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Check One Only:

- ☐ Certification of new course
☐ Certification of existing course
☐ Preliminary review only

Regional Occupational Centers Programs CDE Certification of Course Development Process

Submit original to:
 Department of Education
 Standards and High School
 Development Division
 Office of Regional Occupational
 Centers and Programs
 660 J Street, Suite 300
 Sacramento, CA 95814

ROCP Information

<i>Regional Occupational Center or Program</i>	Region	County	CDS Code
<i>Name and title of person preparing report</i>		Telephone number	
Course title		Total hours of instruction _____	
		Classroom _____ CC/CVE _____	
CBEDS title		CBEDS code	

Course Development Process: *(Explanation on reverse)*

The following must be included:

- ___ Course outline addressing all model course template criteria
 ___ Statewide course outline – if modified
 ___ Current labor market information
 ___ Current advisory committee membership and minutes

Type of course:

(Explanation on reverse)

- ___ Career-technical preparation
 ___ Technical skills upgrading
 ___ Registered apprenticeship

Education Code Requirements addressed, if appropriate:

(Explanation on reverse)

- ___ Follows process for operation outside of region
 ___ Provides rationale for duplication of courses
 ___ Provides rationale for augmenting existing district course

Curriculum incorporates the following: *(Check all that apply)*

- ___ Academic standards
 ___ Career preparation standards
 ___ Industry specific/model curriculum standards

Local education agency approval:

Signature of Chief ROCP Administrative Officer _____ Date _____ Date of Approval by Governing Board
 (for certification only)

For CDE

Certified:

☐

	<i>Course ID</i>	<i>Industry Sector</i>
Consultant/Date	<i>Adminstrator/Date</i>	Division Director/Date

Model Course Outline Template Criteria

Attached outline must include:

- | | |
|---|--|
| <p>___1. Course title</p> <p>___2. CBEDs title</p> <p>___3. CBEDs number</p> <p>___4. Job title(s)</p> <p>___5. Course description</p> <p> ___ a. Summarizes essential components of course</p> <p> ___ b. Lists instructional methodologies to be used
(i.e., classroom, cc, cve)</p> <p> ___ c. Describes career pathways, if appropriate</p> <p>___6. Total course hours</p> <p>___7. Prerequisites</p> | <p>___8. Date written/revised</p> <p>___9. Course outline</p> <p> ___ a. Essential employability skills/
 career preparation standards</p> <p> ___ b. Content area skills</p> <p> ___ c. Expected student proficiencies</p> <p> ___ d. Hours of instruction per unit</p> <p>___10. Additional recommended/optional items</p> <p> ___ a. Articulation</p> <p> ___ b. Academic credit</p> <p> ___ c. Instructional strategies</p> <p> ___ d. Instructional materials</p> <p> ___ e. Certificates other than from ROP</p> |
|---|--|

Definitions/Explanation:

- Preliminary review only – *Provides the ROCP with the opportunity to receive technical assistance or comments from CDE regarding the course development process prior to taking a course to the local governing board for approval.*

Course Development Process

- Statewide course outline – *Course outline has received prior certification as a statewide course outline and is on file with CDE. **Outline need not be attached if there is no modification.***
- Labor market information – *Current local and state labor market information is included either within advisory meeting minutes or presented in a separate, brief narrative.*
- Advisory committee membership and minutes – *Advisory committee minutes reflect that a majority of the members in attendance represent the career-technical area for which instruction is given, with names and respective businesses included, and document both the need of the course and the committee's validation of the course outline.*

Education Code and Title 5 Requirements

- Process for operation outside of region – *The ROCP operating the class out of region must annually submit to CDE, Office of ROCP, a letter from the director/superintendent of the ROCP in whose region the course is offered granting authority to offer the course.*
- Rationale for duplication of courses – *Rationale is provided if other LEAs are offering similar courses to similar populations at similar times and locations.*
- Rationale for augmenting existing district course – *Rationale describes how the ROP course differs from the district's course: increased course hours, substantially revised curriculum, etc.*

Type of Course:

- Career-technical preparation – *Course prepares students with core technical, career entry, or advanced skills for employment or further training.*
 - Technical skills upgrading – *Course is short-term and designed for upgrading of existing technical skills.*
 - Registered apprenticeship – *Course outline is for registered apprenticeship program only and has been approved by Bureau of Apprenticeship Standards.*
-

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A	B		C	D	E	F
MEASURE	WORKFORCE INVESTMENT ACT		PERKINS CORE INDICATORS	PBA	CAL- WORKS	VE-80
	Title I	Title II-Adult				
1. Attain academic proficiency	N/A	✓	I (must meet both #1 and #2)	N/A	N/A	N/A
2. Attain vocational/technical skills/proficiencies	Youth 14-18 (Basic skills, work readiness or occupational skills.)	N/A	I (must meet both #1 and #2)	✓	✓	N/A
3. Obtain secondary school diploma or equivalent	Youth 14-18	✓	II (must complete either #3 or #4 or #5)	✓	✓	N/A
4. Obtain a proficiency credential in conjunction with a secondary diploma	N/A	N/A	II (must complete either #3 or #4 or #5)	✓	N/A	N/A
5. Obtain post secondary degree/credential	N/A	N/A	II (must complete either #3 or #4 or #5)	N/A	N/A	N/A
6. Placement and retention in military service	Youth 14-18 (Must meet either #6 or #7 or #8 or #9)	N/A	III (placement only)	✓	N/A	✓
7. Placement and retention in post-secondary/advanced training	Youth 14-18 (Must meet either #6 or #7 or #8 or #9)	✓	III (must also complete program)	✓	N/A	✓
8. Placement and retention in employment	Youth 14-18 (Must meet either #6 or #7 or #8 or #9)	✓	III (placement or retention)	✓	✓	✓
9. Placement and retention in qualified apprenticeship program	Youth 14-18 (Must meet either #6 or #7 or #8 or #9)	N/A	N/A	✓	N/A	N/A
10. Entry into unsubsidized employment-6 months after entry into employment	Youth 19-21, Dislocated Worker, Adult	✓	N/A	N/A	N/A	N/A
11. Retention in unsubsidized employment-6 months after entry into employment	Youth 19-21, Dislocated Worker, Adult	✓	N/A	N/A	N/A	N/A
12. Earnings received in unsubsidized employment-6 months after entry into employment	Youth 19-21, Dislocated Worker, Adult (Must meet both #12 and #13)	✓	N/A	N/A	N/A	N/A
13. Attain recognized credential relating to educational or occupational skills	Youth 19-21, Dislocated Worker, Adult	N/A	N/A	✓	N/A	N/A
14. Participation in education program that leads to non-traditional training & employment	N/A	N/A	IV (must meet both #14 and #15)	N/A	N/A	N/A
15. Completion of education program that leads to non-traditional training & employment	N/A	N/A	IV (must meet both #14 and #15)	N/A	N/A	N/A
16. Follow up	12 months after services provided	✓	6 months after services provided	By state	N/A	ROCP
17. Customer satisfaction	Employer and Participant	N/A	N/A	N/A	N/A	N/A
18. Student Demographics	✓	✓	✓	✓	✓	✓

PERFORMANCE BASED ACCOUNTABILITY, CALWORKS AND CARL D. PERKINS
DATA ELEMENTS RECORD LAYOUT

<u>Data Elements</u>	<u>Field Length</u>	<u>Type of Data Field</u>	<u>Starting Column</u>	<u>Ending Column</u>	<u>Narrative Codes</u>	<u>PBA</u>	<u>Cal Works</u>	<u>Perkins</u>
Social Security Number	9	Numeric	1	9		✓		
Sex	1	Character	10	10	M=Male; F=Female	✓	✓	✓
Date of Birth	8	Date	11	18	Month/Day/Year: e.g. 01/01/2000	✓	✓	
Type of Program								
Adult Education, ROCP Secondary, ROCP					1 = Adult Education; 2 = ROCP, 3 = ROCP			
Adult, or Secondary Vocational Education	1	Numeric	19	19	Secondary, 4 = Secondary Vocational Education	✓		✓
Ethnicity:								
American Indian	1	Character	20	20	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Alaska Native	1	Character	21	21	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Asian	1	Character	22	22	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Pacific Islander	1	Character	23	23	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Filipino	1	Character	24	24	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Hispanic	1	Character	25	25	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Black not of Hispanic Origin	1	Character	26	26	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
White not of Hispanic Origin	1	Character	27	27	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Unknown/Other	1	Character	28	28	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Limited English Proficient	1	Character	29	29	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Number of Years of School Completed	2	Numeric	30	31	Number with leading zero, e.g. 09	✓	✓	
Basic Skills Deficient	1	Character	32	32	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Economically Disadvantaged	1	Character	33	33	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		✓
Disabled	1	Character	34	34	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Veteran	1	Character	35	35	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		
Dislocated Worker	1	Character	36	36	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		
Displaced Homemaker	1	Character	37	37	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		✓
Single Parent/Single Pregnant Woman	1	Character	38	38	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown			✓
Non-Traditional Training	1	Character	39	39	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		✓
Date of Enrollment	8	Date	40	47	Month/Day/Year: e.g. 01/01/2000	✓		
Date of Departure	8	Date	48	55	Month/Day/Year: e.g. 01/01/2000	✓		
Type of Services Received:								
Assessment/Counseling	1	Character	56	56	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Personal development training	1	Character	57	57	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Counseling/career development	1	Character	58	58	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Job development/job search assistance	1	Character	59	59	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
On-the-job training	1	Character	60	60	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Work experience	1	Character	61	61	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Pre-employment skills/job readiness training	1	Character	62	62	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Occupational Skills Training	1	Character	63	63	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		
Learner Results:								
Earned High School Diploma	1	Character	64	64	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Earned GED	1	Character	65	65	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	

Entered Military	1	Character	66	66	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown			✓
Received a certificate of completion; competency or employability	1	Character	67	67	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Completed a Secondary Capstone Course	1	Character	68	68	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown			✓
Obtained full-time employment	1	Character	69	69	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		✓
Received a promotion in current employment	1	Character	70	70	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		
Upgraded skills for current employment	1	Character	71	71	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		
Enrolled in community college	1	Character	72	73	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		✓
Enrolled in a four-year college or university	1	Character	74	74	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		✓
Entered advanced training at an institution other than higher education	1	Character	75	75	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		✓
Entered an apprentice program	1	Character	76	76	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		✓
Left Program Before Completion	1	Character	77	77	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		
Reasons for Leaving Prior to Completion:								
Entered Military	1	Character	78	78	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown			✓
Obtained employment	1	Character	79	79	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
Moved from area	1	Character	80	80	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Schedule conflict	1	Character	81	81	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Transportation Problems	1	Character	82	82	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Child care needs	1	Character	83	83	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Family issues	1	Character	84	84	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Personal health problems	1	Character	85	85	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Lack of Interest	1	Character	86	86	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Public safety concerns	1	Character	87	87	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Administratively separated from program	1	Character	88	88	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
Other	1	Character	89	89	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	✓
12th Grade Vocational Program Completers								
GPA	4	Numeric	90	93	Number with decimal: e.g. 3.21			✓
Take ACE exam	1	Character	94	94	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown			✓
Qualified for award of excellence	1	Character	95	95	(T) rue or (F)alse/(Y)es or (N)o/U = Unknown			✓
Type of Training:								
►Secondary Vocational Education								
CBEDS Course Number	4	Numeric	96	99	CBED's Code			✓
CBEDS Course Number	4	Numeric	100	103	CBED's Code			✓
CBEDS Course Number	4	Numeric	104	107	CBED's Code			✓
CBEDS Course Number	4	Numeric	108	111	CBED's Code			✓
CBEDS Course Number	4	Numeric	112	115	CBED's Code			✓
CBEDS Course Number	4	Numeric	116	119	CBED's Code			✓
CBEDS Course Number	4	Numeric	120	123	CBED's Code			✓
CBEDS Course Number	4	Numeric	124	127	CBED's Code			✓
CBEDS Course Number	4	Numeric	128	131	CBED's Code			✓
CBEDS Course Number	4	Numeric	132	135	CBED's Code			✓
►ROCP								
CBEDS Course Number	4	Numeric	136	139	CBED's Code			✓
CBEDS Course Number	4	Numeric	140	143	CBED's Code			✓
CBEDS Course Number	4	Numeric	144	147	CBED's Code			✓

CBEDS Course Number	4	Numeric	148	151	CBED's Code			✓
CBEDS Course Number	4	Numeric	152	155	CBED's Code			✓
CBEDS Course Number	4	Numeric	156	159	CBED's Code			✓
CBEDS Course Number	4	Numeric	160	163	CBED's Code			✓
CBEDS Course Number	4	Numeric	164	167	CBED's Code			✓
CBEDS Course Number	4	Numeric	168	171	CBED's Code			✓
CBEDS Course Number	4	Numeric	172	175	CBED's Code			✓
►Adult Education Vocational Education								
Course Number	8	Numeric	176	183	Course Number			✓
Course Number	8	Numeric	184	191	Course Number			✓
Course Number	8	Numeric	192	199	Course Number			✓
Course Number	8	Numeric	200	207	Course Number			✓
Course Number	8	Numeric	208	215	Course Number			✓
Course Number	8	Numeric	216	223	Course Number			✓
Course Number	8	Numeric	224	231	Course Number			✓
Course Number	8	Numeric	238	246	Course Number			✓
Course Number	8	Numeric	247	254	Course Number			✓
Course Number	8	Numeric	255	262	Course Number			✓
Number of hours attended	4	Numeric	263	266	Number with leading zeroes, e.g., 0024	✓		
TANF/CalWORKs eligible	1	Character	267	267	(T)rue or (F)alse/(Y)es or (N)o/U = Unknown	✓	✓	
ROCP: concurrently enrolled	1	Character	268	268	(T)rue or (F)alse/(Y)es or (N)o/U = Unknown	✓		
Type of Training:								
CDS Code	14	Numeric	269	282	County, District, School Code	✓		
Output Sequence Number	6	Numeric	283	288	Number one with leading zeros; e.g., 000001	✓		
Blank Fields	40	Character	289	328	Intentionally left blank for future use	✓	✓	✓

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PY 1999-2000

Name of person preparing Report

Telephone number of person preparing Report

()

**REPORT ON VOCATIONAL EDUCATION CORE INDICATORS OF PERFORMANCE
RELATED TO THE CARL D. PERKINS VOCATIONAL & TECHNICAL EDUCATION ACT FUNDS**

[illegible]

Instructions for Entering Enrollment Data (Page 1):

All Students in Vocational Education Programs :

Enter in **Lines 1 & 2** the number male and female secondary students participating in all vocational education programs irrespective of whether funding is from Perkins or other sources.

In **Line 3 & 4**, enter the number of male and female adults enrolled in vocational education programs through Adult Education or ROC/P.

NOTE: All enrollments are to be recorded by Career-Technical Areas identified in columns A-1 through P-16. Refer to the CBED/Industry Sector/Career Cluster Crosswalk for the corresponding identifiers for each column.

Race/Ethnicity: All Students Participating in Vocational Education

Enter on **Lines 5 through 11** the race/ethnicity for the students identified in lines 1 & 2 or lines 3 & 4.

Special Populations: Students participating in Vocational Education

Enter on **Lines 12 through 17** the number of special populations students enrolled in vocational education in each category. Each special population category should correspond with the career-technical areas in columns A-1 through P-16.

CBEDS/INDUSTRY SECTOR/CAREER CLUSTER CROSSWALK

CBEDS Groupings (Vocational Education & Others)	CBEDS Numbers *	Industry Sectors (CDE)	Career Clusters (US Dept of Educ)
Agriculture & Natural Resources Education	4010-4098	Agriculture & Natural Resources	Agriculture & Natural Resources
Business, Office & Marketing Educ.	4600-4698	Finance & Business	Financial Services
Computer Education	4100-4198 2450-2458	Retail & Wholesale Trade Information Technology	Business & Administrative Services Wholesale/Retail Sales & Services Information Technology
Health & Human Services Education	4224-4298	Health Services Public Services Public & Private Education Services	Health Services Legal & Protective Services Human Services Public Administration/Government Services Education & Training Services
Home Economics, Careers & Technology Education	(4310-4398) (4400-4498)	Fashion & Interiors Hospitality, Tourism & Recreation Public & Private Education Services	Hospitality & Tourism Education & Training Services
Industrial & Technology Education 5501-5985	5501-5549 5651-5698 5651-5698 5701-5798 5601-5649	Building Trades & Construction Energy & Utilities Transportation Engineering & Design Manufacturing & Product Develop.	Construction Logistics, Transportation & Distribution Services Logistics, Transportation & Distribution Services Scientific Research & Technical Services Manufacturing
Arts, Media & Entertainment	2800-2898	Arts, Media & Entertainment	Arts & Communication Services

*Not all numbers in the given range of CBEDS Numbers may apply to Vocational & Technical Education programs

*Other CBEDS Numbers not indicated in this column might apply to Vocational & Technical Education programs.

CORE INDICATOR #1A - Academic Achievement & #1B – Occupational Skills -ACE Standards			Number of 12 th grade VPC with a cumulative GPA of 2.50 or higher.	Number of 12 th Grade VPC	Number of 12 th grade VPC who took an ACE exam by June 30 th 2000	Number of 12 th grade VPC who qualified for <i>Award of Excellence</i> on ACE exam
12 th Grade Vocational Program Completers (VPC)			Column A	Column B	Column C	Column D
	Male	AC-1				
	Female	AC-2				
Race/Ethnicity: Vocational Education Program Completers (VPC)						
American Indian or Alaskan Native		AC-3				
Asian		AC-4				
Black or African American		AC-5				
Hispanic or Latino		AC-6				
Native Hawaiian or Other Pacific Islander		AC-7				
White		AC-8				
Unknown/Other		AC-9				
Academic Achievement: Special Populations - Vocational Program Completers (VPC)						
Economically Disadvantaged		AC-10				
Limited-English Proficient (LEP)		AC-11				
Disabled		AC-12				
Single Parents		AC-13				
Displaced Homemakers		AC-14				
Non-traditional		AC-15				
Students With Other Barriers		AC-16				

Instructions for Core Indicator #1A-Academic Achievement and #1B-Occupational Skills :

Enter in **Column A**, the number of all 12th Grade Vocational Education Program Completers (VPC)—students completing a capstone course in a coherent, state-recognized vocational program sequence—who have a cumulative GPA (grades 9-12) of 2.50 or higher. **A capstone course could be a culminating course in a sequence or an ROC/P course/program.**

Enter in **Column B** the number of male and female 12th grade vocational students who have completed a capstone course in a coherent, state-recognized vocational program sequence by June 30th 2000. Note that students need not graduate to be classified as a program completer.

Enter in **Column C** the number of 12th grade vocational program completers—students completing a capstone course in a coherent, state-recognized vocational program sequence—who took an *Assessment in Career Education* (ACE) exam by June 30th 2000.

Enter in **Column D** Number of 12th grade VPC who qualified for *Award of Excellence* on any ACE exam. Note that as of Spring 1999, ACE exams were available in five subject areas: Agricultural Core; Computer Science and Information Systems; Food Services and Hospitality; Health Care, Level 1; and Technology Core (Industrial & Technology Education).

Each Column is to reported in three segments:

Male/Female: Enter on **Lines AC-1 & AC-2** the gender of individuals for each of columns A through D

Race/Ethnicity: Enter on **Lines AC-3 through AC-9** the race/ethnicity for the sum of the students identified in lines AC-1 & AC-2 for each of the columns A through D.

Special Populations: Enter on **Lines AC-10 through AC-16** the special populations for the sum of the students identified in lines AC-1 & AC-2 for each of the columns A through D.

CORE INDICATOR #1B -Occupational Skills - 12 th grade Capstone Course ROC/P Certificate of Completion			Number of 12th grade VPC who have completed a capstone course as of 6/30 of their senior year	Number of 12th graders who have completed at least one vocational course as of 6/30 of their senior year	Number of adult ROC/P & Adult Ed. students who earn a Certificate of Completion	Number of adult ROC/P & Adult Ed. students who meet the minimum threshold of enrollment
			Column A	Column B	Column C	Column D
	Male	OS-1				
	Female	OS-2				
Race/Ethnicity:						
American Indian or Alaskan Native		OS-3				
Asian		OS-4				
Black or African American		OS-5				
Hispanic or Latino		OS-6				
Native Hawaiian or Other Pacific Islander		OS-7				
White		OS-8				
Unknown/Other		OS-9				
Special Populations						
Economically Disadvantaged		OS-10				
Limited-English Proficient (LEP)		OS-11				
Disabled		OS-12				
Single Parents		OS-13				
Displaced Homemakers		OS-14				
Nontraditional		OS-15				
Students With Other Barriers		OS-16				

Instructions for Core Indicator #1B -Occupational Skills

Enter in **Column A**, the number of 12th grade vocational program completers who have completed a capstone course as of 6/30 of their senior year. **A capstone course could be a culminating course in a sequence or an ROC/P course/program.**

Enter in **Column B**, the number of 12th graders who have completed at least one vocational course as of 6/30 of their senior year.

Enter in **Column C**, the number of adult ROC/P & Adult Vocational Education. students who earn a Certificate of Completion.

Enter in **Column D**, the number of adult ROC/P & Adult Vocational Education students who meet the minimum threshold of enrollment. The minimum threshold of enrollment is determined to be 20 hours of attendance.

Each Column is to reported in three segments:

Male/Female: Enter on **Lines OS-1 & OS-2** the gender of individuals for each of columns A through D

Race/Ethnicity: Enter on **Lines OS-3 through OS-9** the race/ethnicity for the sum of the students identified in lines OS-1 & OS-2 for each of the columns A through D.

Special Populations: Enter on **Lines OS-10 through OS-16** the special populations for the sum of the students identified in lines OS-1 & OS-2 for each of the columns A through D.

CORE INDICATOR #2 - Secondary Completion			Number of 12 th grade VPC who received a diploma or its equivalent by June 30 th 2000	Number of 12 th grade VPC enrolled	
			Column A	Column B	
	Male	S-1			
	Female	S-2			
Race/Ethnicity					
American Indian or Alaskan Native		S-3			
Asian		S-4			
Black or African American		S-5			
Hispanic or Latino		S-6			
Native Hawaiian or Other Pacific Islander		S-7			
White		S-8			
Unknown/Other		S-9			
Special Populations					
Economically Disadvantaged		S-10			
Limited-English Proficient (LEP)		S-11			
Disabled		S-12			
Single Parents		S-13			
Displaced Homemakers		S-14			
Nontraditional		S-15			
Students With Other Barriers		S-16			

Enter in **Column A** the number of 12th grade vocational program completers who earned a regular high school diploma or some type of equivalency certificate by June 30th 2000.

Enter in **Column B**, the number of male and female 12th grade vocational students who have completed a capstone course in a coherent, state-recognized vocational education program by June 30th 2000. Note that students need not graduate to be classified as a program completer.

Each Column is to reported in three segments:

Male/Female: Enter on **Lines S-1 & S-2** the gender of individuals for each of columns A & B.

Race/Ethnicity: Enter on **Lines S-3 through S-9** the race/ethnicity for the sum of the students identified in lines S-1 & S-2 for each of the columns A & B.

Special Populations: Enter on **Lines S-10 through S-16** the special populations for the sum of the students identified in lines S-1 & S-2 for each of the columns A & B.

CORE INDICATOR # 4-NonTraditional Occupations			non-adult vocational students <u>participating</u> in vocational programs associated with non traditional employment.	non-adult vocational students <u>completing</u> vocational programs associated with non traditional employment	Adult vocational students <u>participating</u> in vocational programs associated with non traditional employment	Adult vocational students <u>completing</u> vocational programs associated with non traditional employment
			Column A	Column B	Column C	Column D
	Male	N-1				
	Female	N-2				
Race/Ethnicity						
American Indian or Alaskan Native		N-3				
Asian		N-4				
Black or African American		N-5				
Hispanic or Latino		N-6				
Native Hawaiian or Other Pacific Islander		N-7				
White		N-8				
Unknown/Other		N-9				
Special Populations						
Economically Disadvantaged		N-10				
Limited-English Proficient (LEP)		N-11				
Disabled		N-12				
Single Parents		N-13				
Displaced Homemakers		N-14				
Nontraditional		N-15				
Students With Other Barriers		N-16				

Instructions for Entering Non-Traditional Participation and Completion Data

Enter in **Column A**, the number of non-adult vocational students participating in vocational programs associated with non-traditional employment.

Enter in **Column B**, the number of non-adult vocational students completing vocational programs associated with non traditional employment

Enter in **Column C**, the number of adult vocational students participating in vocational programs associated with non traditional employment.

Enter in **Column D** the number of adult vocational students completing vocational programs associated with non traditional employment.

Each Column is to reported in three segments:

Male/Female: Enter on **Lines N-1 & N-2** the gender of individuals for each of columns A through D

Race/Ethnicity: Enter on **Lines N-3 through N-9** the race/ethnicity for the sum of the students identified in lines N-1 & N-2 for each of the columns A through D.

Special Populations: Enter on **Lines N-10 through N-16** the special populations for the sum of the students identified in lines N-1 & N-2 for each of the columns A through D.

DEFINITIONS

DRAFT

LEP: The term "limited English proficiency" has the meaning given such term in Section 703(a)(1) of the Elementary and Secondary education Act of 1965. Law: 1990 Section 521(21)

Disabled: "Individual with disabilities" means - (1) any individual who - (i) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (ii) has a record of impairment described in paragraph (i) of this definition; or (iii) is regarded as having an impairment described in paragraph (i) of this definition. (2) Any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; or (3) Any individual who is considered to be disabled under Section 504 of the Rehabilitation Act of 1973. (Authority: 42 U.S.C. 12102(2). Law: 1990 Section 521(19)

Criminal Offender: "Criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. Law: 1990 Section 521(9)

Correctional Institution: "Correctional institution" means any (1) prison; (2) jail; (3) reformatory; (4) work farm; (5) detention center; or (6) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement of criminal offenders. Law: 1990 Section 521 (10)

Single Parents (SP): "Single parent" means an individual who (1) is unmarried or legally separated from a spouse; and (2)(i) Has a minor child or children for which the parent has either custody or joint custody; or (ii) Is pregnant. Law: 1990 Section 521 (30)

Displaced Homemakers (DH): The term "Displaced homemaker" means an individual who "(A) is an adult; and "(B)(i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; "(ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; "(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of Title IC of the Social Security Act within 2 years of the parent's application for assistance under this Act; or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or "(C) is described in subparagraph (A) or (B) and is a criminal offender." Law: 1990 Section 521(14)

Single Pregnant Woman (SPW)

Nontraditional: The term "nontraditional training and employment" means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Law: 1999 Section 3(17)

Adult: An "adult" is a person who has already entered the labor market or who has completed or left high school.

Vocational Program Completer (VPC): "Vocational Program Completer (VPC)" means a student who completes a capstone course in a planned sequence of courses, services, or activities designed to meet an occupational. A capstone course could be a culminating course in a sequence of courses or an ROC/P course/program

DUE: July 31, 2000

V3-15

Name of person preparing Report
Telephone number of person preparing Report ()

REPORT ON VOCATIONAL EDUCATION CORE INDICATORS OF PERFORMANCE RELATED TO THE CARL D. PERKINS VOCATIONAL & TECHNICAL EDUCATION ACT FUNDS

[illegible]

Instructions for Entering Enrollment Data (Page 1):**All Students in Vocational Education Programs :**

Enter in **Lines 1 & 2** the number male and female secondary students participating in all vocational education programs irrespective of whether funding is from Perkins or other sources.

In **Line 3 & 4**, enter the number of male and female adults enrolled in vocational education programs through Adult Education or ROC/P.

NOTE: All enrollments are to be recorded by Career-Technical Areas identified in columns A-1 through P-16. Refer to the CBED/Industry Sector/Career Cluster Crosswalk for the corresponding identifiers for each column.

Race/Ethnicity: All Students Participating in Vocational Education

Enter on **Lines 5 through 11** the race/ethnicity for the students identified in lines 1 & 2 or lines 3 & 4.

Special Populations: Students participating in Vocational Education

Enter on **Lines 12 through 17** the number of special populations students enrolled in vocational education in each category. Each special population category should correspond with the career-technical areas in columns A-1 through P-16.

CBEDS/INDUSTRY SECTOR/CAREER CLUSTER CROSSWALK

CBEDS Groupings (Vocational Education & Others)	CBEDS Numbers *	Industry Sectors (CDE)	Career Clusters (US Dept of Educ)
Agriculture & Natural Resources Education	4010-4098	Agriculture & Natural Resources	Agriculture & Natural Resources
Business, Office & Marketing Educ.	4600-4698	Finance & Business	Financial Services
Computer Education	4100-4198 2450-2458	Retail & Wholesale Trade Information Technology	Business & Administrative Services Wholesale/Retail Sales & Services Information Technology
Health & Human Services Education	4224-4298	Health Services Public Services Public & Private Education Services	Health Services Legal & Protective Services Human Services Public Administration/Government Services Education & Training Services
Home Economics, Careers & Technology Education	(4310-4398) (4400-4498)	Fashion & Interiors Hospitality, Tourism & Recreation Public & Private Education Services	Hospitality & Tourism Education & Training Services
Industrial & Technology Education 5501-5985	5501-5549 5651-5698 5651-5698 5701-5798 5601-5649	Building Trades & Construction Energy & Utilities Transportation Engineering & Design Manufacturing & Product Develop.	Construction Logistics, Transportation & Distribution Services Logistics, Transportation & Distribution Services Scientific Research & Technical Services Manufacturing
Arts, Media & Entertainment	2800-2898	Arts, Media & Entertainment	Arts & Communication Services

*Not all numbers in the given range of CBEDS Numbers may apply to Vocational & Technical Education programs

*Other CBEDS Numbers not indicated in this column might apply to Vocational & Technical Education programs.

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CORE INDICATOR #1B -Occupational Skills - 12 th grade Capstone Course ROC/P Certificate of Completion			Number of 12th grade VPC who have completed a capstone course as of 6/30 of their senior year	Number of 12th graders who have completed at least one vocational course as of 6/30 of their senior year	Number of adult ROC/P & Adult Ed. students who earn a Certificate of Completion	Number of adult ROC/P & Adult Ed. students who meet the minimum threshold of enrollment
			Column A	Column B	Column C	Column D
	Male	OS-1				
	Female	OS-2				
Race/Ethnicity:						
American Indian or Alaskan Native		OS-3				
Asian		OS-4				
Black or African American		OS-5				
Hispanic or Latino		OS-6				
Native Hawaiian or Other Pacific Islander		OS-7				
White		OS-8				
Unknown/Other		OS-9				
Special Populations						
Economically Disadvantaged		OS-10				
Limited-English Proficient (LEP)		OS-11				
Disabled		OS-12				
Single Parents		OS-13				
Displaced Homemakers		OS-14				
Nontraditional		OS-15				
Students With Other Barriers		OS-16				

Instructions for Core Indicator #1B -Occupational Skills

Enter in **Column A**, the number of 12th grade vocational program completers who have completed a capstone course as of 6/30 of their senior year. **A capstone course could be a culminating course in a sequence or an ROC/P course/program.**

Enter in **Column B**, the number of 12th graders who have completed at least one vocational course as of 6/30 of their senior year.

Enter in **Column C**, the number of adult ROC/P & Adult Vocational Education. students who earn a Certificate of Completion.

Enter in **Column D**, the number of adult ROC/P & Adult Vocational Education students who meet the minimum threshold of enrollment. The minimum threshold of enrollment is determined to be 20 hours of attendance.

Each Column is to reported in three segments:

Male/Female: Enter on **Lines OS-1 & OS-2** the gender of individuals for each of columns A through D

Race/Ethnicity: Enter on **Lines OS-3 through OS-9** the race/ethnicity for the sum of the students identified in lines OS-1 & OS-2 for each of the columns A through D.

Special Populations: Enter on **Lines OS-10 through OS-16** the special populations for the sum of the students identified in lines OS-1 & OS-2 for each of the columns A through D.

CORE INDICATOR #2 - Secondary Completion			Number of 12th grade VPC who received a diploma or its equivalent by June 30th 2000	Number of 12th grade VPC enrolled	
			Column A	Column B	
	Male	S-1			
	Female	S-2			
Race/Ethnicity					
American Indian or Alaskan Native		S-3			
Asian		S-4			
Black or African American		S-5			
Hispanic or Latino		S-6			
Native Hawaiian or Other Pacific Islander		S-7			
White		S-8			
Unknown/Other		S-9			
Special Populations					
Economically Disadvantaged		S-10			
Limited-English Proficient (LEP)		S-11			
Disabled		S-12			
Single Parents		S-13			
Displaced Homemakers		S-14			
Nontraditional		S-15			
Students With Other Barriers		S-16			

Enter in **Column A** the number of 12th grade vocational program completers who earned a regular high school diploma or some type of equivalency certificate by June 30th 2000.

Enter in **Column B**, the number of male and female 12th grade vocational students who have completed a capstone course in a coherent, state-recognized vocational education program by June 30th 2000. Note that students need not graduate to be classified as a program completer.

Each Column is to reported in three segments:

Male/Female: Enter on **Lines S-1 & S-2** the gender of individuals for each of columns A & B.

Race/Ethnicity: Enter on **Lines S-3 through S-9** the race/ethnicity for the sum of the students identified in lines S-1 & S-2 for each of the columns A & B.

Special Populations: Enter on **Lines S-10 through S-16** the special populations for the sum of the students identified in lines S-1 & S-2 for each of the columns A & B.

CORE INDICATOR # #4-NonTraditional Occupations			non-adult vocational students <u>participating</u> in vocational programs associated with non traditional employment.	non-adult vocational students <u>completing</u> vocational programs associated with non traditional employment	Adult vocational students <u>participating</u> in vocational programs associated with non traditional employment	Adult vocational students <u>completing</u> vocational programs associated with non traditional employment
			Column A	Column B	Column C	Column D
	Male	N-1				
	Female	N-2				
Race/Ethnicity						
American Indian or Alaskan Native		N-3				
Asian		N-4				
Black or African American		N-5				
Hispanic or Latino		N-6				
Native Hawaiian or Other Pacific Islander		N-7				
White		N-8				
Unknown/Other		N-9				
Special Populations						
Economically Disadvantaged		N-10				
Limited-English Proficient (LEP)		N-11				
Disabled		N-12				
Single Parents		N-13				
Displaced Homemakers		N-14				
Nontraditional		N-15				
Students With Other Barriers		N-16				

Instructions for Entering Non-Traditional Participation and Completion Data

Enter in **Column A**, the number of non-adult vocational students participating in vocational programs associated with non-traditional employment.

Enter in **Column B**, the number of non-adult vocational students completing vocational programs associated with non traditional employment

Enter in **Column C**, the number of adult vocational students participating in vocational programs associated with non traditional employment.

Enter in **Column D**, the number of adult vocational students completing vocational programs associated with non traditional employment.

Each Column is to be reported in three segments:

Male/Female: Enter on **Lines N-1 & N-2** the gender of individuals for each of columns A through D

Race/Ethnicity: Enter on **Lines N-3 through N-9** the race/ethnicity for the sum of the students identified in lines N-1 & N-2 for each of the columns A through D.

Special Populations: Enter on **Lines N-10 through N-16** the special populations for the sum of the students identified in lines N-1 & N-2 for each of the columns A through D.

DEFINITIONS

DRAFT

LEP: The term "limited English proficiency" has the meaning given such term in Section 703(a)(1) of the Elementary and Secondary Education Act of 1965. Law: 1990 Section 521(21)

Disabled: "Individual with disabilities" means - (1) any individual who - (i) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (ii) has a record of impairment described in paragraph (i) of this definition; or (iii) is regarded as having an impairment described in paragraph (i) of this definition. (2) Any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; or (3) Any individual who is considered to be disabled under Section 504 of the Rehabilitation Act of 1973. (Authority: 42 U.S.C. 12102(2). Law: 1990 Section 521(19)

Criminal Offender: "Criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. Law: 1990 Section 521(9)

Correctional Institution: "Correctional institution" means any (1) prison; (2) jail; (3) reformatory; (4) work farm; (5) detention center; or (6) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement of criminal offenders. Law: 1990 Section 521 (10)

Single Parents (SP): "Single parent" means an individual who (1) is unmarried or legally separated from a spouse; and (2)(i) Has a minor child or children for which the parent has either custody or joint custody; or (ii) Is pregnant. Law: 1990 Section 521 (30)

Displaced Homemakers (DH): The term "Displaced homemaker" means an individual who "(A) is an adult; and "(B)(i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; "(ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income; "(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of Title IC of the Social Security Act within 2 years of the parent's application for assistance under this Act; or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or "(C) is described in subparagraph (A) or (B) and is a criminal offender." Law: 1990 Section 521(14)

Single Pregnant Woman (SPW)

Nontraditional: The term "nontraditional training and employment" means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Law: 1999 Section 3(17)

Adult: An "adult" is a person who has already entered the labor market or who has completed or left high school.

Vocational Program Completer (VPC): "Vocational Program Completer (VPC)" means a student who completes a capstone course in a planned sequence of courses, services, or activities designed to meet an occupational. A capstone course could be a culminating course in a sequence of courses or an ROC/P course/program

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Students Participating in Non-Traditional Vocational Programs																	
Career-Technical Areas WORKSHEET		Ag & Natural Resources (A-1)	Construction (B-2)	Manufacturing (C-3)	Logistics, Transp. & Dist Services (D-4)	Infor. Tech Telecomm. Services (E-5)	Wholesale Retail Sales & Service (F-6)	Financial Services (G-7)	Hospitality & Tourism (H-8)	Business & Admin. Services (I-9)	Health Services (J-10)	Human Services (K-11)	Arts & Comm. Services (L-12)	Legal & Protective Services (M-13)	Scientific Research & Tech. Services (N-14)	Educ. & Training Services (O-15)	Public Admin/govt Services (P-16)
Non-adult females <u>participating</u> in male-dominated vocational programs associated with non traditional employment.	W1																
Non-adult males <u>participating</u> in female-dominated vocational programs associated with non traditional employment.	W2																
Adult females <u>participating</u> in male-dominated vocational programs associated with non traditional employment.	W3																
Adult males <u>participating</u> in female-dominated vocational programs associated with non traditional employment.	W4																

This worksheet will be helpful in reporting the information required for Core Indicator #4 – Nontraditional Occupations.

Each column of the worksheet may be cross-referenced to the attached list of state-identified nontraditional occupations as outlined in the California State Plan for Carl D. Perkins Vocational and Technical Education Act funds.

DUE: January 31, 2001

V3-15

PY 1999-2000

Name of person preparing Report

Telephone number of person preparing Report

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REPORT ON VOCATIONAL EDUCATION STUDENT PLACEMENT AND RETENTION
RELATED TO THE USE OF CARL D. PERKINS VOCATIONAL & TECHNICAL EDUCATION ACT FUNDS

Local Educational Agency - ROC/P Name					County Code	District Code		
CORE INDICATOR #3 Placement and Retention Concurrent Enrollment in ROC/P			Number of 12 th grade Vocational Program Completers (VPC) who received a diploma or its equivalent	Number of 12 th grade VPC from Column A who only entered a public or private postsecondary institution or training program by December 31 st 2000	Number of 12 th grade VPC from Column A who only entered full-time or part-time employment by December 31 st 2000	Number of 12 th grade VPC from Column A who enlisted in the military by December 31 st 2000	Number of 12 th grade VPC from Column C who were employed by September 30 th 2000	Number of 12 th grade VPC from Column E who who were continuously employed through December 31 st 2000
			Column A	Column B	Column C	Column D	Column E	Column F
	Male	1						
	Female	2						
Race/Ethnicity:								
American Indian or Alaska Native		3						
Asian		4						
Black or African American		5						
Hispanic or Latino		6						
Native Hawaiian or Other Pacific Islander		7						
White		8						
Unknown/Other		9						
Special Populations -								
Economically Disadvantaged		10						
Limited-English Proficient (LEP)		11						
Disabled		12						
Single Parents		13						
Displaced Homemakers		14						
Nontraditional		15						
Students With Other Barriers		16						

Core Indicator #3 – Concurrent Enrollment in ROC/P

Instructions for Entering Placement and Retention Data:

Enter in **Column A** the number of 12th grade students who have earned a certificate of completion from an ROC/P by June 30th 2000. Note that students need not graduate to be classified as a program completer in this column.

Instructions for Entering Placement Data:

Placement data are mutually exclusive. Students who are engaged in two or more activities simultaneously should be counted only once. Use the following criteria to place students in cells:

Students who attend further education AND who work and/or are enlisted in the military should be counted as attending further education (Column B).

Student who work and are enlisted in the military should be counted as enlisted in the military (**Column D**).

Placement into postsecondary education:

Enter in **Column B** the number of secondary VPC from **Column A** who have enrolled full-time or part-time in a public or private 2-year or 4-year postsecondary institution, proprietary school, or training program by December 31st 2000.

Placement into employment:

Enter in **Column C** the number of secondary VPC from **Column A** who entered full- or part-time employment by December 31st 2000. ONLY ENTER STUDENTS WHO ARE EMPLOYED AND NOT ATTENDING FURTHER EDUCATION AND/OR ENLISTED IN THE MILITARY.

Placement into military:

Enter in **Column D** the number of secondary VPC from **Column A** who enlisted in the military by December 31st 2000.

Instructions for Entering Retention Data:

Initial placement into employment: Enter in **Column E** the number of secondary VPC from **Column C** who entered full- or part-time employment by September 30th 2000.

Retention in employment:

Enter in **Column F** the number of secondary VPC from **Column E** who were continuously employed between their initial placement into initial employment and December 31st 2000. Note that individuals need not be employed for the same company for the duration of this period.

DUE: January 31, 2001

V3-15

PY 1999-2000

Name of person preparing Report

Telephone number of person preparing Report

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**REPORT ON VOCATIONAL EDUCATION STUDENT PLACEMENT AND RETENTION
RELATED TO THE USE OF CARL D. PERKINS VOCATIONAL & TECHNICAL EDUCATION ACT FUNDS**

Local Educational Agency - ROC/P Name					County Code	District Code		
CORE INDICATOR #3 Placement and Retention Adult Enrollment in ROC/P			Number of Adult ROC/P Vocational Program Completers (VPC) as of June 30th 2000	Number of adult ROC/P VPC from Column A who only entered a public or private postsecondary institution or training program by December 31st 2000.	Number of adult ROC/P VPC from Column A who only entered full-time or part- time employment by December 31st 2000.	Number of adult ROC/P VPC from Column A who enlisted in the military by December 31st 2000	Number of adult ROC/P VPC from Column C who were employed by September 30th 2000	Number of adult ROC/P VPC from Column E who were continuously employed through December 31st 2000
			Column A	Column B	Column C	Column D	Column E	Column F
	Male	17						
	Female	18						
Race/Ethnicity:								
American Indian or Alaska Native	19							
Asian	20							
Black or African American	21							
Hispanic or Latino	22							
Native Hawaiian or Other Pacific Islander	23							
White	24							
Unknown/Other	25							
Special Populations -								
Economically Disadvantaged	26							
Limited-English Proficient (LEP)	27							
Disabled	28							
Single Parents	29							
Displaced Homemakers	30							
Nontraditional	31							
Students With Other Barriers	32							

Core Indicator #3 – Adult Enrollment in ROC/P

Instructions for Entering Placement and Retention Data:

Enter in **Column A** the number of adults who have earned a certificate of completion from an ROC/P by June 30th 2000.

Instructions for Entering Placement Data:

Placement data are mutually exclusive. Students who are engaged in two or more activities simultaneously should be counted only once. Use the following criteria to place students in cells:

Students who attend further education AND who work and/or are enlisted in the military should be counted as attending further education (Column B).

Student who work and are enlisted in the military should be counted as enlisted in the military (**Column D**).

Placement into postsecondary education:

Enter in **Column B** the number of adults from **Column A** who have enrolled full-time or part-time in a public or private 2-year or 4-year postsecondary institution, proprietary school, or training program by December 31st 2000.

Placement into employment:

Enter in **Column C** the number of adults from **Column A** who entered full- or part-time employment by December 31st 2000. ONLY ENTER STUDENTS WHO ARE EMPLOYED AND NOT ATTENDING FURTHER EDUCATION AND/OR ENLISTED IN THE MILITARY.

Placement into military:

Enter in **Column D** the number of adults **Column A** who enlisted in the military by December 31st 2000.

Instructions for Entering Retention Data:

Initial placement into employment: Enter in **Column E** the number of adults from **Column C** who entered full- or part-time employment by September 30th 2000.

Retention in employment:

Enter in **Column F** the number of adults from **Column E** who were continuously employed between their initial placement into initial employment and December 31st 2000. Note that individuals need not be employed for the same company for the duration of this period.

DRAFT

DEFINITIONS

LEP: The term "limited English proficiency" has the meaning given such term in Section 703(a)(1) of the Elementary and Secondary education Act of 1965. Law: 1990 Section 521(21)

Disabled: "Individual with disabilities" means - (1) any individual who - (I) has a physical or mental impairment that substantially limits one or more of the major life activities of that individual; (ii) has a record of impairment described in paragraph (I) of this definition; or (iii) is regarded as having an impairment described in paragraph (I) of this definition. (2) Any individual who has been evaluated under part B of the IDEA and determined to be an individual with a disability who is in need of special education and related services; or (3) Any individual who is considered to be disabled under Section 504 of the Rehabilitation Act of 1973. (Authority: 42 U.S.C. 12102(2). Law: 1990 Section 521(19)

Criminal Offender: "Criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. Law: 1990 Section 521(9)

Correctional Institution: "Correctional institution" means any (1) prison; (2) jail; (3) reformatory; (4) work farm; (5) detention center; or (6) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement of criminal offenders. Law: 1990 Section 521 (10)

Single Parents (SP): "Single parent" means an individual who (1) is unmarried or legally separated from a spouse; and (2)(I) Has a minor child or children for which the parent has either custody or joint custody; or (ii) Is pregnant. Law: 1990 Section 521 (30)

Displaced Homemakers (DH): The term "Displaced homemaker" means an individual who "(A) is an adult; and "(B)(I) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; "(ii)has been dependent on public assistance or on the income of a relative but is no longer supported by such income: "(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of Title IC of the Social Security Act within 2 years of the parent's application for assistance under this Act; or (iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or "(C) is described in subparagraph (A) or (B) and is a criminal offender." Law: 1990 Section 521(14)

Single Pregnant Woman (SPW)

Nontraditional: The term "nontraditional training and employment" means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. Law: 1999 Section 3(17)

Adult: An "adult" is a person who has already entered the labor market or who has completed or left high school.

Vocational Program Completer (VPC): "Vocational Program Completer (VPC)" means a student who completes a capstone course in a planned sequence of courses, services, or activities designed to meet an occupational. A capstone course could be a culminating course in a sequence of courses or an ROC/P course/program